✓

REPORT RESUMES

ED 016 036 VT 001 185

HANDBOOK ON WORK EXPERIENCE EDUCATION, A GUIDE TO THE ORGANIZATION AND OPERATION OF WORK EXPERIENCE EDUCATION PROGRAMS.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 65

EDRS PRICE MF-$0.50 HC-$4.80 118P.

DESCRIPTORS- *COOPERATIVE EDUCATION, STATE LEGISLATION, ADMINISTRATOR GUIDES, PROGRAM GUIDES, *WORK STUDY PROGRAMS, *WORK EXPERIENCE PROGRAMS, *PROGRAM PLANNING, PROGRAM EVALUATION, COORDINATORS, EMPLOYERS, RECORDS (FORMS), CALIFORNIA,

SCHOOL ADMINISTRATORS CAN USE THIS HANDBOOK IN THE IMPLEMENTATION OF REGULATIONS AND THE ESTABLISHMENT OF STANDARDS FOR WORK EXPERIENCE EDUCATION. INDIVIDUAL CHAPTERS ANSWER THE FOLLOWING QUESTIONS--(1) WHAT IS WORK EXPERIENCE EDUCATION, (2) WHAT FACTORS MUST BE CONSIDERED BEFORE STARTING A WORK EXPERIENCE EDUCATION PROGRAM, (3) WHAT STEPS SHOULD BE TAKEN IN PLANNING A WORK EXPERIENCE EDUCATION PROGRAM, (4) WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL COORDINATOR OF A WORK EXPERIENCE EDUCATION PROGRAM, (5) WHAT ARE THE RESPONSIBILITIES OF THE EMPLOYER IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM, (6) WHAT ARE THE LEGAL RESPONSIBILITIES INVOLVED IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM, (7) HOW CAN GOOD PUBLIC RELATIONS BE MAINTAINED, AND (8) HOW CAN A WORK EXPERIENCE EDUCATION PROGRAM BE EVALUATED. THE APPENDIX INCLUDES LEGAL AUTHORIZATIONS GOVERNING WORK EXPERIENCE, SAMPLE APPLICATIONS AND FORMS, A SUGGESTED COURSE OUTLINE, AND PERTINENT CALIFORNIA GOVERNMENTAL OFFICE ADDRESSES. (EM)

1185

ED016036

Handbook on

WORK EXPERIENCE EDUCATION

A Guide to the Organization and Operation of Work Experience Education Programs

1965
Edition

California State Department of Education
Max Rafferty, Superintendent of Public Instruction
Sacramento, California, 1965

VT001185

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Handbook on WORK EXPERIENCE EDUCATION

A Guide to the Organization and Operation of Work Experience Education Programs

1965 Edition

California State Department of Education
Max Rafferty, Superintendent of Public Instruction
Sacramento, California, 1965

FOREWORD

The problems involved in chosing a career, securing the required preparation, and entering the chosen occupational field are numerous and complex and in a constant state of flux. To solve them, full consideration must be given to trends in job requirements as well as to existing requirements. The basis for this consideration can be developed in large part through well-planned counseling programs. However, these programs may be greatly enriched by providing students opportunity for on-the-job experiences. These experiences may be in any occupational fields or in the fields in which they believe their interests lie and in which they believe they have the ability to be successful. In either case, they are learning about the world of work.

In recognition of the importance of giving students the opportunity to discover their interests and abilities and to learn about job requirements, the Legislature has authorized the governing boards of school districts maintaining high schools to develop and operate programs of work experience education. The material in this publication, Handbook on Work Experience Education, should be a valuable asset to school administrators who have responsibility for such programs.

Max Rafferty

Superintendent of Public Instruction

PREFACE

Sections 8351 to 8358, inclusive, of the Education Code authorize the governing board of any district maintaining a high school or a junior college to establish and maintain programs of work experience education in their respective institutions. Sections 115.20 through 115.26, California Administrative Code, Title 5, are the rules and regulations adopted by the State Board of Education to establish standards and guidelines for the development of such programs of work experience education.

This handbook, first published in 1959, was designed to assist school administrators in the implementation of these regulations and in the establishment of standards for the operation of work experience education. So well has the material stood the test of time that five years of use in the field has not pointed up a need for major changes and revisions in the content. This new edition, therefore, reflects only those minor revisions necessary to bring the information up to date.

It is hoped that the second edition of this publication will prove to be equal in value to the first for those school districts currently operating work experience education programs as well as to those districts contemplating the establishment of such a program.

J. GRAHAM SULLIVAN
Associate Superintendent
of Public Instruction
Chief, Division of Instruction

ACKNOWLEDGMENTS

1959 Edition

The following individuals, serving as a statewide advisory committee, met in a two-day workshop in San Luis Obispo in August, 1958, to plan and outline the content of the preliminary edition of this handbook. Following the preparation of the first draft of this document in February, 1959, they reviewed the material and contributed further to its contents. They are listed below with their official titles in 1959:

Lowell Anderson, Regional Supervisor of Business Education, State Department of Education, Los Angeles

Francis R. Bawden, State Supervisor, Services to the Handicapped (Selective Placement), Department of Employment, Sacramento

Mrs. Ruth Blackmon, Industrial Welfare Agent, Division of Industrial Welfare, San Francisco

Cedric Boeseke, Coordinator of Work Education, Santa Barbara City High School

Carolyn H. Brown, Research Assistant, State Department of Education, Sacramento

Mrs. Virginia Clapp, Work Experience Coordinator, Grossmont Union High School District

Flora M. Daly, Consultant, Special Education, State Department of Education, Sacramento

Norman B. Eisen, Coordinator of Work Experience Education, Whittier Union High School District

E. W. Everett, Assistant Supervisor, Bureau of Agricultural Education, State Department of Education, Sacramento

Charles F. Hanna, Chief, Bureau of Apprenticeship Standards, State Department of Industrial Relations, San Francisco

Mrs. Viola Kamena, Coordinator of Work Experience Education, San Juan Union High School District, Carmichael

William N. Kepley, Jr., Junior College Curriculum Coordinator, Los Angeles City Schools

Van B. Lawrence, Regional Supervisor, Bureau of Industrial Education, State Department of Education, Sacramento

Frank Lindsay, Chief, Bureau of Secondary Education, State Department of Education, Sacramento

John L. McDonough, Work Experience Coordinator, Office of the Orange County Superintendent of Schools

Milton C. Mohs, Assistant Dean, Placement and Work Study, Pasadena City College

Everett O'Rourke, Consultant in Secondary Education, State Department of Education, Sacramento

Wesley P. Smith, State Director of Vocational Education, State Department of Education, Sacramento

Claude Owen, Supervisor, Work Experience Section, Los Angeles Unified School District

Hugh Price, Chief, Bureau of Junior College Education, State Department of Education, Sacramento

Wayne L. Sorenson, Curriculum Assistant, Hayward Union High School District

Charles Watson, Consultant, Bureau of Special Education, State Department of Education, Sacramento

Milan Wight, Work Experience Coordinator, Mount Diablo Unified School District, Concord

1964 Edition

The Bureau of Secondary Education, in line with its assigned responsibilities at the State Department of Education level for high school work experience education programs, has produced the 1964 edition of the Handbook on Work Experience Education.

In the fall of 1963, Herbert D. Gwinn, Consultant, Bureau of Secondary Education, solicited comments and suggestions for the revision of the handbook from those school districts maintaining work experience education programs serving 73 percent of the total state enrollment of students in such programs. These comments and suggestions, based on extensive experience over a five-year period, have provided direction to the task of revision, so that the handbook may continue to serve as a useful and up-to-date reference guide to those responsible for the development, operation, and maintenance of effective programs of work experience education.

CONTENTS

Page

Foreword ii

Preface iii

Acknowledgments iv

Chapter

I. WHAT IS WORK EXPERIENCE EDUCATION? 1

The Work Experience Education Program 1
Benefits of Work Experience Education 2
How Does Work Experience Education Benefit the Student? 2
How Does Work Experience Education Benefit the School, the Employer, and the Community? . . . 3
Benefits to the School 4
Benefits to the Employer 4
Benefits to the Community 5
Kinds of Work Experience Education in the Public Schools 5
What Is Exploratory Work Experience Education? . . . 5
What Is General Work Experience Education? 5
What Is Vocational Work Experience Education? . . . 6
Agricultural Occupations 6
Distributive Occupations 6
Office Occupations 6
Trade and Industrial Occupations. 6
Diversified Occupations 7

II. WHAT FACTORS MUST BE CONSIDERED BEFORE STARTING A WORK EXPERIENCE EDUCATION PROGRAM? 8

Need for and Interest in Work Experience Education . . . 8
How Can Student Needs and Interests Be Determined? . 8
How Can Community Needs, Attitudes, and Facilities Be Determined? 9
How Can the Attitudes of School Personnel Be 9
Determined? 11
Financial Considerations Involved in Work Experience Education 11

What Major Expenses Are Involved in Work Experience Programs? 11
What Other Expenses Are Involved in Work Experience Programs? 11
What Problems of State Apportionment Are Involved in Work Experience Education Programs in the High School and Junior College? . 12

III. WHAT STEPS SHOULD BE TAKEN IN PLANNING A WORK EXPERIENCE EDUCATION PROGRAM? 13

Determining Personnel Needs 13
What Supervisory Personnel Are Needed? 13
What Qualifications Should a Coordinator of Work Experience Education Possess? 14
What Should Be the Work Load of the Work Experience Education Coordinator? 14
What Clerical Assistance and Office Accomodations Are Needed for a Work Experience Education Program? 15
Planning Related Instruction 16
What Types of Related Instruction Should Be Provided? 16
What Should Be the Content of the Related Instruction? 16
How Shall Classes of Related Instruction and Working Hours Be Scheduled? 17
What Arrangements Should Be Made for Classrooms? 17
Determining School Credit 18
How Much School Credit May Be Granted for Work Experience Education? 18
How Many Hours of Work Should Be Completed for Each Semester Hour of Credit? 19
Establishing an Advisory Committee 19
What Is the Composition of an Advisory Committee? . 19
What Specific Contributions Can an Advisory Committee Make? 20
How Can the Success of an Advisory Committee Be Assured? 21
Developing the Plan of Operation 22
What Shall Be Included in the Plan of Operation? . . . 22
The Application Page 22
The Plan for the Administration and Operation of a Work Experience Education Program . . 23
When and to Whom Shall Plans Be Submitted for Approval? 24

How Shall Amendments to a Plan Be Handled? 24
Orienting School Personnel to Work Experience Education 25
Building Interest in Work Experience Education 25
How Shall the Interest of Employers Be Stimulated? 25
How Shall the Interest of Students and School Personnel Be Stimulated? 25

IV. WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL COORDINATOR OF A WORK EXPERIENCE EDUCATION PROGRAM? 26

Finding and Approving Work Stations 26
How Are Work Stations Found? 27
What Standards Should Be Used in Selecting a Work Station? 28
Drawing up the Training Agreement 29
What Preliminary Interpretation Is Necessary? . . . 29
What Should Be Included in a Training Agreement? . . 29
Selecting Students for Participation in Work Experience Education 31
What Steps Should Be Taken in Choosing a Student for admittance to a Work Experience Education Program? 31
What Factors Must Be Considered in Selecting Students? 31
What Scholastic Requirements Shall Be Maintained for Admittance to Work Experience Education? . 33
Which Students Can Profit from Work Experience Education? 33
How Should Student Interest in Work Experience Education Be Developed? 34
Working with the Student and Employer 34
How Does the Coordinator Prepare the Student for the Job? 34
What Assistance Does the Coordinator Give the Student on th Job? 34
How Does The Coordinator Help the Student in In-School Conferences and the Related Instruction Class? 35
For What Purpose Does the Coordinator Visit the Employer? 36
How Often Should the Coordinator Contact the Employer? 36

What Procedure Should Be Followed When a Student's Job Is Terminated? 37
Conducting a Class in Related Instruction 37
Evaluating and Grading 37
On What Points Should the Student's Work on the Job Be Evaluated? 38
How Often Is the Student's Work Evaluated? 38
Keeping and Maintaining Records 39
What Records Are Required for a Work Experience Education Program? 39
What Forms Are Necessary for the Operation of a Work Experience Education Program? 39
Making Preparations for the Work Experience Education Program Outside the Regular School Year . 40

V. WHAT ARE THE RESPONSIBILITIES OF THE EMPLOYER IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM? 41

Supervisory and Training Responsibilities 41
Responsibilities for Evaluating the Student's Work . . . 42
Legal Responsibilities 43

VI. WHAT ARE THE LEGAL RESPONSIBILITIES INVOLVED IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM? 44

Federal and State Laws and Regulations 44
What References Are Available on Labor Laws and Regulations? 44
Where Are Local Offices of Federal and State Agencies? 45
Insurance Protection Against Accident and Injury . . . 45
What Accident Insurance Should Schools Carry? . . . 50
What Liability Insurance Should Schools Carry? . . . 50
How Does Workmen's Compensation Insurance Protect Work Experience Education Students? . . . 51

VII. HOW CAN GOOD PUBLIC RELATIONS BE MAINTAINED? 52

Responsibility for Public Relations 52
The "Publics" in Public Relations. 52
How Can Good Public Relations Be Maintained with the Community? 52

How Can Good Public Relations Be Maintained with School Personnel? 53
How Can Good Public Relations Be Maintained with Parents? 53
How Can Good Public Relations Be Maintained with Federal and State Agencies Concerned with Work Experience Education? 54

VIII. HOW CAN A WORK EXPERIENCE EDUCATION PROGRAM BE EVALUATED? 55

Informal Evaluation 55
Formal Evaluation 55
  Aims and Objectives of the Program 55
  Effectiveness of the Coordinator 55
  Work Stations 56
  Classroom Instruction 57
  The Advisory Committee 58
  Public Relations 58
  Records and Reports 58
  Student Follow-up 59

APPENDIX A. Legal Authorizations Governing Work Experience Education 62

APPENDIX B. Sample Application Page and Plans of Operation for a Work Experience Education Program 66

APPENDIX C. Sample Forms Used in the Operation of a Work Experience Education Program 78

APPENDIX D. Suggested Outline for Work Orientation Course. 98

APPENDIX E. Offices of the Division of Labor Law Enforcement, Department of Industrial Relations 102

Offices of the Division of Industrial Welfare, Department of Industrial Relations 104

Offices of the California State Department of Employment 106

Chapter I

WHAT IS WORK EXPERIENCE EDUCATION?

Choosing a career and preparing for it are surely among the most complex tasks faced by youth today. The choice becomes increasingly difficult as technological changes and shifts in the economy eliminate some jobs while creating a wide variety of new ones.

Often youth lack an understanding of the factors involved in their decision, although it is one of the most important decisions they will make in their lifetime. Predictable opportunities in the various fields of work, the preparation required and its duration, and their own talents and capabilities all must be considered. Some careers, for example, may be entered upon without any training, while others may require as many as 10 years of schooling beyond high school. Some careers can be successfully pursued by persons of limited talents and capabilities; others require talents and capabilities possessed by only a few. Compounding the problem of choosing a career and preparing for it are the difficulties youth may have in making the transition from the academic environment of the classroom to the vastly different environment of the world of work.

The Work Experience Education Program

Educational programs providing preparation for the world of work have been in operation in both the public and private schools of the United States for more than 50 years. All of the major statements of the goals of education formulated in this century have mentioned explicitly the school's responsibility for some kind of occupational education. One unique type of program, variously referred to by many titles, including "cooperative education," "work education," and "work experience," has made use of community facilities for such preparation. Many plans of operation have been used, and many types of training have been offered. Some have adequately met the needs of students; some have not.

The public schools of California have accepted as a major responsibility the provision of assistance to youth in solving the many problems related to choosing and preparing for a career. In many high schools and junior colleges of the state, a part of this responsibility has been met through programs of work experience education. Such programs have taken on widely varying forms, some of which are not considered to be genuine work experience education as described in this handbook. True work experience education results only when it encompasses a systematic plan whereby young people, while still in school, gain realistic employment experience through part-time work performed under all of the following conditions:

1. The school adopts a specific plan of operation based on a written outline that shows the respective roles of the school, the student, and the employer.
2. The school assigns qualified personnel to direct the program and to coordinate student jobs with the school learnings.
3. The school makes certain that work done by students is of a useful, worthwhile nature, and that federal, state, and local laws and regulations are followed.
4. The school, with the help of the employer, evaluates work done by students, awards credit for work successfully accomplished, and enters pertinent facts concerning the student's work on his permanent record.

Benefits of Work Experience Education

Work experience education, thus constituted, is a part of the school curriculum as are history, English, mathematics, business, and auto mechanics.

Work experience education programs provide substantial benefits to the student, the school, the employer, and the community.

How Does Work Experience Education Benefit the Student?

As has been stated, programs of work experience education in the secondary schools assist students in making career choices, in preparing for careers, in developing an understanding of the meaning of work, and in making the transition to the world of work. During the course of a survey of work experience education programs in California made in 1954-55, high school administrators indicated that they considered the most important purpose of work experience education programs in high school to be helping young people to learn, as part of their general education, what employment entails.[1] In the same study, junior college administrators indicated that they felt the most important purpose of such programs was assisting young people toward their chosen occupational goals.[2]

---

[1] Henry T. Tyler, Report of the Study of Work Experience Programs in California High Schools and Junior Colleges, Bulletin of the California State Department of Education, Vol. XXV, No. 3 (July, 1956), p. 19.

In addition to accomplishing the purposes already mentioned, work experience education provides other specific benefits to students who participate in such training. These benefits include:

1. Learning to assume responsibility
2. Gaining knowledge and attitudes necessary for successful job performance
3. Acquiring good work habits
4. Learning how to get along with fellow workers and employers
5. Developing personality and poise
6. Augmenting the financial resources of the students and assisting them to remain in school
7. Developing an appreciation of the value of wages
8. Developing an appreciation and understanding of the relationship between formal education and job success
9. Exploring the fields in which they feel their vocational interests lie and determining whether or not these fields are suitable
10. Broadening their understanding of the occupational world and of working conditions in the world of work
11. Giving students who must work a feeling that their jobs have added importance

How Does Work Experience Education Benefit the School, the Employer, and the Community?

Although the values of work experience education extend primarily to the student, several additional groups are benefited, including the school, the employer, and the community. The following advantages of work experience education to these three groups are of major importance.

---

[2] *Ibid.*, p. 39.

Benefits to the school. For the school, work experience education:

1. Provides an opportunity for the school to relate academic training to job requirements
2. Utilizes many community facilities and resources for training purposes, thus making it possible for the school to provide training in fields that the school program could otherwise not serve
3. Increases the school's ability to hold students in school for a longer period of time
4. Provides assistance in occupational guidance
5. Enables the school to keep abreast with developments in the business and industrial world
6. Provides a direct avenue through which the school can meet community needs
7. Develops good school-community relations
8. Acquaints employers with the work that young people trained in the schools can perform

Benefits to the employer. For the employer, work experience education:

1. Provides the employer with carefully selected, part-time help who may become permanent at a later date
2. Provides an opportunity for the employer to train possible future employees by use of the methods that he has found to be most satisfactory for his operation
3. Provides the employer with employees who are receiving additional training through related instruction at school
4. Serves as a training program for prospective employees of small businesses or industries that are unable to conduct extensive training programs within their own establishments
5. Reduces turnover because the employees have become adjusted to the job before they accept full-time employment

Benefits to the community. For the community, work experience education:

1. Provides the community with an increased source of well-trained workers
2. Provides the community with a labor force that is more thoroughly trained than graduates who have not had work experience education and hence works more efficiently
3. Increases cooperation between the community and the school
4. Increases the possibility that young people will remain in the community after graduation, since they will already have found a place in community life

Kinds of Work Experience Education in the Public School

Because of the variety of purposes of work experience education and the diversity of needs among students and communities served by such programs, it has become necessary for schools to divide work experience education into three classifications: exploratory work experience education, general work experience education, and vocational work experience education. Each type is initiated and controlled by the school and coordinated by school personnel. The specific purposes of each vary, however, and a single school may not necessarily provide for all three types.

The three major types of work experience education may be described as follows:

What Is Exploratory Work Experience Education?

Exploratory work experience education is essentially a guidance program. In a program of this type, students spend specified hours of school time at a variety of jobs--either within the school or at business, professional, or industrial establishments--for the purpose of ascertaining their suitability for the occupation. During this time, they are given opportunities to observe and to participate in a variety of activities. It is not intended that students do productive work. Students receive school credit but no pay. Close supervision is provided by the school to ensure that students are not exploited and do not replace paid employees. Exploratory work experience education is limited to two semesters in the high school and one semester in the junior college.

What Is General Work Experience Education?

The controlling purpose of general work experience education is to give teen-age boys or girls maturing experiences through supervised part-time employment that will help them to become productive, responsible individuals. This part-time work need not be related to the occupational goals of the students. It may be performed either in the school or in public or private establishments outside the school, and all or part of the work may be done during school hours. Pay is received for this work if it is performed outside of the school. Pay may or may not be received for jobs performed within the school, depending upon district policy. Students receive school credit for general work experience education.

What Is Vocational Work Experience Education?

In vocational work experience education programs, the employment of students is specifically within the occupations for which their courses in school are preparing them, the employment thus serving the function of a practical laboratory for reinforcing the in-school occupational education. Students in vocational work experience education receive both pay and school credit for their work.

Vocational work experience education may be classified according to the occupation or occupations within which employment is found:

Agricultural occupations. Students in vocational agricultural programs are preparing for an occupation within the broad area of agriculture. The part-time employment in which they engage as a part of the program is often self-employment. It may take place on the home farm, school farm, or other farm within the community served by the school; it may also take place in such local establishments as dairies, food processing plants, or farm implement houses.

Distributive occupations. Occupations in the area of distribution for which the students' school courses are preparing them and in which they have part-time employment include retail salesmanship and merchandising, wholesale and specialty salesmanship, advertising, insurance, real estate, business management, traffic and transportation, interior decorating, merchandising, and others.

Office occupations. Students preparing for jobs in the office occupations work at part-time employment in business establishments or in school offices and are enrolled in courses that prepare them for secretarial and stenographic, accounting and bookkeeping, general clerical, and many other types of positions.

Trade and industrial occupations. Students in this program are usually enrolled in day trade classes in which they study the same vocation as that of their part-time employment. This type of program commonly is coordinated by the instructor of the trade class or a coordinator of trade and industrial education.

Diversified occupations. In some small schools it is not possible to have a separate program in each of the occupational fields. By establishing a "diversified occupations" program, such schools enroll students in one program, under a single coordinator, but covering more than one occupational field. The school has the responsibility of making certain that the employment of each student in such a program is compatible with his occupational goal and is related to his in-school courses.

Chapter II

WHAT FACTORS MUST BE CONSIDERED BEFORE STARTING A WORK EXPERIENCE EDUCATION PROGRAM?

Any school district considering the establishment of a work experience education program must take many factors into consideration. First, the existing philosophy of the school in which the program would operate should be examined and whether or not a work experience education program would fit into this philosophy should be considered. An analysis should be made of the occupational training currently available in the school curriculum and of the way in which these offerings are meeting the needs of the students in the school. An attempt should also be made to discover what attitudes, if any, exist among students, administrative personnel, and faculty toward such programs.

The second consideration in the establishment of work experience education program is whether or not it is needed in the community. As this determination is made, information should be obtained concerning the attitudes held by employers in the community toward the establishment of such a program and concerning the extent to which training facilities would be available within the business, industrial, or agricultural establishments of the community if a work experience education program were established. School officials should also familiarize themselves with the activities of all youth employment services in operation within the community.

The third major consideration for school districts before they make a final decision to establish a work experience education program is the financial arrangements that would be involved in the operation of such a program.

Need for and Interest in Work Experience Education

Another important factor to be taken into consideration by those contemplating the establishment of a work experience education program is the needs of the students who will be served by such a program. Also of importance are the potential students' attitudes toward work experience education.

How Can Student Needs and Interests Be Determined?

A valuable indication of student need for work experience education is the extent to which students are already employed in the community. Any school district contemplating the establishment of a program of this type should know not only the number of students already employed at part-time jobs but also the nature of these jobs and as many additional facts as possible concerning their employment. Employed students should be queried as to whether or not they feel that they could profit from classroom or individual instruction that would either give them additional skills in the field in which they are working or help in solving various types of problems they have on the job, or both.

Specifically, answers to the following questions should be sought:

1. How many students currently work at part-time jobs?
2. What are the current occupational goals of the students?
3. What are the students' plans for their education upon leaving high school?
4. Do many of them have problems that might necessitate their leaving high school before graduation, and if so, what are they?
5. Do students now working have problems on the job that they need assistance in solving?
6. Do students now working feel that they could profit from related instruction?
7. How many students must help their families financially?

Several devices may be used to obtain information concerning student needs and interests. Surveys may be made by means of formal questionnaires, or information may be obtained by counselors as they work with students during registration or regular counseling interviews.

An additional device that has proved to be effective both for discovering existing interest and for building up interest where it does not exist is the assembly program in the school. Possible features on such programs include guest speakers from local businesses or industry, films showing various types of job opportunities, and presentations by school personnel of the proposed work experience education program. At the termination of such an assembly program, questionnaires requesting information regarding student interest and need may be distributed to students. If assembly programs cannot be held, proposed programs may be explained to students in home rooms or in an appropriate class, and questionnaires distributed following the explanation.

How Can Community Needs, Attitudes, and Facilities Be Determined?

As has been stated, information should be obtained concerning the needs of a community for work experience education, concerning the attitudes held in the community, and concerning the availability of work stations. As was the case in determining student needs and attitudes, several devices may be used to obtain such information. A survey may be conducted among businessmen in the community by the use of formal questionnaires mailed to all individuals believed to be possible participants in the program; by informal interviews held with such individuals by school personnel; or by a combination of both procedures. When both questionnaire and interview are used, the interview is usually a follow-up to the questionnaire. It is often desirable to test the proposed questionnaire form with a sample group within the community before the survey is started.

In addition to obtaining the desired information from the individual employers, school personnel may obtain information from various civic groups within the community. Through the cooperation and assistance of such groups, a large number of individuals may be acquainted with the nature and purpose of the survey, and their support may be enlisted in carrying it out. Some school districts have found that an advisory committee, made up of a representative group of employers within the community, may be used to give assistance and direction to such a survey. (See pages 19-22.)

Answers to the following specific questions concerning community needs, attitudes, and facilities should be sought:

1. Are employers interested in having the school establish a work experience education program?
2. Would employers cooperate if such a program were established?
3. Is there a labor shortage in the community?
4. In what areas of employment does this shortage exist?
5. How many student employees could be used immediately and for how many would there be a continuous and increasing need?
6. Is there a need for employees with a specific type of training, and if so, what type?
7. Are the existing needs found in an area of employment that a school work experience education program could serve?
8. Is there an adequate number of potential work stations in the community?

How Can the Attitudes of School Personnel Be Determined?

School administrators considering the establishment of work experience education should discuss the proposed program with all administrative and instructional personnel in an effort to discover their attitudes concerning such a proposal. This may be done on an individual basis or in groups. At this time, a thorough explanation of the proposed program or programs should be given to avoid possible misunderstanding.

Financial Considerations Involved in Work Experience Education

As school districts plan the establishment of work experience education programs, they should consider all of the financial aspects of their operation. They should recognize that there are costs involved in the operation of such programs that are in excess of the costs of operating the regular classroom programs. In some instances, these may be compensated for by the fact that students enrolled in work experience education do not require school housing during the hours that they are at work.

What Major Expenses Are Involved in Work Experience Programs?

Salaries for supervision and coordination make up the major item of expense in the operation of work experience education programs. Involved in this item are the time and expense of traveling to the students' work stations and the time spent with students and their employers on the job, as well as the time spent at the various related tasks in the school. (See Chapter V.) In a study of work experience education made in 1954-55, it was found that full-time coordinators of work experience education in California were being assigned approximately 125 students.[1] It was the recommendation of this study, however, that 75-100 students are the maximum load that a coordinator can handle satisfactorily.

What Other Expenses Are Involved in Work Experience Programs?

Other costs involved in the operation of work experience education programs include the costs of clerical service, office supplies, and mileage for supervisory visits. If the coordinator uses his own car, costs of insurance may also be involved. Mileage allowances will vary but will naturally be greater in districts in which work stations are scattered over a large geographic area. Also, the number of supervisory visits may vary. In any case, budget items for these costs are not large.

---

[1] Tyler, op. cit., p. 71.

What Problems of State Apportionment Are Involved in Work Experience Education Programs in the High School and Junior College?

At present, high schools operating work experience education programs have no great problem concerning state apportionment because high school students usually have been in attendance for a minimum day before going on the job. However, one problem exists in the junior college concerning hours worked on the job that may be counted for state apportionment. In the junior college, state support is based on units of average daily attendance, 525 class hours of authorized attendance constituting one unit. Hence, whatever portion of the employment hours of a work experience education student can properly be counted for apportionment helps to offset whatever costs the program incurs.

The crux of the problem of legal authority to count, for apportionment purposes, hours worked by students in their numerous and scattered places of employment, is found in Education Code Section 11251, which states:

> **In computing the average daily attendance of a school district, there shall be included only the attendance of pupils while engaged in educational activities required of such pupils and under the immediate supervision and control of an employee of the district who possessed a valid certification document, registered as required by law, authorizing him to render service in the capacity and during the period in which he served.**

Since in the usual work experience education program as now found in junior colleges, the student at work cannot be said to be at all times under the "immediate supervision and control" of a certificated school employee, to attempt to count all hours worked does not appear to be legal under existing law. "Immediate supervision" has been interpreted as follows:

> **Schools can count a. d. a. only in the amount of time spent by the coordinator supervising the students on the job. Any part of the hour is counted as a full hour for attendance purposes.[2]**

---

[2] **Statement by Ronald W. Cox, Chief, Division of Public School Administration, California State Department of Education.**

Chapter III

WHAT STEPS SHOULD BE TAKEN IN PLANNING A WORK EXPERIENCE EDUCATION PROGRAM?

Extensive planning is necessary if the operation of a work experience education program is to be successful. After it has been determined that a work experience education program is to be established, several steps must be taken before its actual operation can begin. Decisions must be made on many matters, including personnel, related instruction, scheduling and programming, school credit, and office facilities. In addition, a plan of operation must be drawn up, adopted by the governing board of the district, and approved by the State Department of Education. If a lay advisory committee has been in operation, such a group may continue to assist the school district as plans are made for the operation of a work experience education program. If no advisory committee exists, it is highly desirable that one be appointed.

Determining Personnel Needs

Any school district planning the operation of a work experience education program should make adequate provision for personnel to operate such a program. Determinations should be made concerning necessary supervisory and clerical personnel. Qualifications of supervisory personnel should be decided upon, and general determinations concerning their work load should be made.

What Supervisory Personnel Are Needed?

Of major concern is provision for personnel to provide general supervision and coordination for the program. The individual employed in this capacity is usually designated as a "coordinator." He is the key person in the operation of the program and should be given recognition as a member of the supervisory or guidance staffs.

The number of individuals employes for coordination activities varies, depending upon the size of the district, school, or program. In large schools, one or more individuals may be employed for coordination activities. School districts in which work experience education programs are operating in several schools may find it necessary to employ a coordinator for general supervision of all programs. In some small schools, or in schools with limited work experience education programs, coordination may be only a part-time activity of a teacher in one of the vocational programs or of a member of the supervisory or guidance staffs.

What Qualifications Should a Coordinator of Work Experience Education Possess?

The choice of a coordinator of a work experience education program involves the consideration of many factors. An individual who is to succeed as a coordinator must posses a certain combination of skills, training, and experience. He must have the education, experience, and credential needed to conduct the related classes. He must have an occupational background sufficiently wide to give him an adequate understanding of the areas of employment in which the students he is supervising are employed. He must have the personality traits required of an individual who, in the course of a day's work, must meet successfully large numbers of people, including employers in many types of establishments, students of varying skills and personalities, and fellow workers within the school system in which he is employed. He must be a person of good judgment, since numerous aspects of work experience education cannot readily be reduced to a few clear-cut rules.

Any school district considering an applicant for the job of a coordinator should consider the following points:

1. How much experience has he had as a wage earner in a business or industry and/or in owning and operating a business or industry?
2. What is his educational background?
3. What teaching experience has he had?
4. What affiliations and community contacts does he have and into what community activities do his avocational interests take him?
5. Does he appear to have the personality traits that would be necessary to get along successfully with many types of people?
6. Is he well known in the community?

What Should Be the Work Load of the Coordinator?

Because of the varying patterns and practices within the operation of the three types of work experience education, it is often difficult to determine the number of students to be assigned. However, it is generally believed that, to assure adequate staff time for the operation of work experience education, assignments of coordinators should not exceed, on a full-time equivalent basis, 50 to 75 students in exploratory programs and 75 to 100 students in general and vocational programs. It is recognized that local conditions and the demands of program expansion will necessitate adjustments in these ratios. In a beginning program of work experience education, however, it is particularly important that the number of students in the ratio not exceed the optimum.

Many factors must be taken into consideration in determining the coordinator's work load:

1. What type of work experience education is to be conducted?
2. Is placement of the students made by the coordinator or by some other assigned person or agency?
3. What distance is traveled by the coordinator between school and students' work stations?
4. How many different employers must the coordinator visit?
5. Is the secretarial help allocated to the coordinator sufficient to handle the work experience education program?
6. Is there to be a specific provision for related class instruction?
7. What type of community advisory group is to be used?

What Clerical Assistance and Office Accommodations Are Needed for a Work Experience Education Program?

Adequate clerical assistance should be provided in any school operating a work experience education program, for a large number of forms are involved in a program of this type and time is required to process them. Provision for adequate clerical service for the work experience education staff has been found to be sound economy in view of salary differentials between professional and secretarial personnel. The successful functioning of the entire work experience education program depends to a large extent on an efficient clerical staff.

The work experience education program should be provided with sufficient office space within the school to house supervisory and clerical personnel. There should be adequate space for files and records. The coordinator should have privacy for individual conferences. Because of the extensive use that work experience education personnel make of the telephone in such activities as student placement and supervision, it is extremely advisable for the work experience education office to have access to a direct line telephone or equivalent service.

Planning Related Instruction

If students are to obtain the educational benefits from work experience education indicated in Chapter I, their job experiences should be supplemented by and correlated with formal classroom instruction in school on a regularly scheduled basis, or by equivalent instruction scheduled at intervals throughout the semester, or by other types of related activities. Such related instruction is part of the work experience education program, and it usually takes place during the semester in which students are enrolled in the program and are working on a job. Making provision for such instruction is of major importance. As plans are developed, decisions must be made concerning course content and instructional materials, types of projects to be assigned students if classroom instruction cannot be arranged, coordinator's or teachers' schedules, and classroom facilities.

What Types of Related Instruction Should Be Provided?

Classes in which related instruction for work experience education students is offered are of two general types: (1) work orientation classes, in which students receive instruction concerning the meaning of work and discuss problems of a general nature related to their employment; or (2) classes that provide students with specific skills related to their jobs. Other types of activities closely related to work experience education may supplement on-the-job experience; these activities include written research projects and surveys on subjects such as selling techniques, public relations, and promotion.

What Should Be the Content of the Related Instruction?

The content of related instruction differs according to the objectives of each type of work experience education program. Since the major objective of exploratory work experience education is to help students to choose careers and to study the occupations they are exploring as student-learners, related instruction should be built around vocational guidance activities. Work orientation would also be included. Instruction for general work experience education students will be primarily concerned with work orientation. The major objectives of instruction in the related class for students in vocational work experience education are the development of skills, knowledges, and understandings appropriate to the occupation.

A great variety of subjects may be taught in the orientation classes. Included among these are employer-employee relations, techniques of applying for a job, development of good work habits, personal appearance and grooming, development of responsibility, occupational information, the value and use of money, the value of education, personal business, laws and regulations affecting the worker, social security, income tax, banking, insurance, housing, community service, and the like. (See Appendix D, pages 96-97, for sample course outline.) In addition to studying subjects such as those listed above, students in a class of this type should have every opportunity to make both oral and written reports of their experiences on the job.

Since the nature and objectives of the program have as their basis the needs of the students and employers concerned, a careful review should be made of these needs before the content of related instruction is finally determined. If an advisory committee has been established, it should be consulted concerning curriculum content. (See page 19.)

How Shall Classes of Related Instruction and Working Hours Be Scheduled?

The scheduling of classes of related instruction and working hours of the student can be accomplished in many ways, depending upon the type of program, the needs of the students enrolled in it, the organization of the school schedule, and the demands of the employer. Students in exploratory and general work experience education should attend a class of related instruction at least one period a week throughout the semester. Related instruction for those enrolled in the vocational program is usually given in the regular vocational classes.

Because of the difficulties that sometimes arise in planning a related class for students in work experience education, special arrangements may have to be made. These will vary, depending upon the needs of the program and the students enrolled in it and upon the demands of the employer. Coordinators should work with guidance personnel in arranging students' schedules so that time will be available for both related instruction and on-the-job experience.

Some of the procedures that have been used satisfactorily are the following:

1. A regular class period is scheduled to meet daily throughout the year.

2. At least once a week, the students' work time is reduced by one or two hours to make it possible to hold a class.

3. A class is scheduled to meet one morning a week one-half hour before classes regularly start.

What Arrangements Should Be Made for Classrooms?

If work experience education is to be completely successful, adequate training facilities and equipment must be available to the student in the school classroom. This is particularly important, of course, in the case of vocational programs. In such programs, it is highly desirable for classrooms to simulate actual situations that students will encounter on the job. An example of this type of arrangement would be the establishment of a "store unit" for use as a classroom laboratory in a merchandising program. In the case of exploratory and general work experience education, provision for a regular classroom is usually adequate. A library of guidance pamphlets and occupational information could very well be built up as part of the work experience classroom.

Determining School Credit

When a work experience education program becomes an integral part of the curriculum, determinations must be made concerning the awarding of school credit, as is the case with any other school subject. Such determinations include: (1)the amount of credit that students may earn per semester for work experience education; (2) the total credits that may be counted for graduation; and (3) the verified hours of employment that must be completed for each semester hour of credit.

How Much School Credit May Be Granted for Work Experience Education?

The amount of credit varies depending upon the policy of the school district, the type of work experience education, and the degree to which the program is tied in with a class of related instruction. Although there exist no regulations concerning the minimum amounts of credit that may be offered, the maximums have been designated by regulations of the State Board of Education, and appear in the California Administrative Code, Title 5, Education, as Section 115.22.

> 115.22. School Credit. The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:
>
> (a) In High Schools, a total of 40 semester periods made up of one or a combination of two or more of the following types:
>
> (1) For Exploratory Work Experience Education: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.
>
> (2) For General Work Experience Education: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.
>
> (3) For Vocational Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.
>
> (b) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:
>
> (1) For Exploratory Work Experience Education: Three (3) credit hours per semester with a maximum of one semester.
>
> (2) For General Work Experience Education: Three (3) credit hours per semester with a maximum total of six (6) credit hours.
>
> (3) For Vocational Work Experience Education: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

These stipulations apply only to the actual work performed by work experience education students on the job. The amount of credit granted for systematic related classes is not necessarily included in the maximum.

In the granting of school credit, it should be noted that hours worked as part of a work experience education program beyond the regular school day are considered to be equivalent to hours of work during the school day.

How Many Hours of Work Should Be Completed for Each Semester Hour of Credit?

A study of work experience education programs in California showed that the number of hours of verified work the student must complete to earn one semester period of credit varied in the high school from seven to 100 hours.[1] Similar variations in practice were found in the junior college.

The following credit allowances are recommended for the high school and junior college:

High school:	Five semester hours of credit--that is, one unit--for an average of 10 hours of work a week performed throughout the semester
Junior college:	One semester hour of credit for an average of five hours of work a week performed throughout the semester (90 hours of work per semester per unit of credit)

Establishing an Advisory Committee

Work experience education is an educational activity shared by the school and the community. Therefore, an advisory committee composed of employers, employees, other citizens in a community, and individuals closely associated with education can provide much counsel and guidance to the program. Such a group appointed in the initial stages of the program is extremely helpful in establishing good will and understanding among all participants and in developing acceptance and support of the program by employers. The advisory committee can give valuable service by reviewing the plans for a work experience education program as well as for following them up as the program develops.

What Is the Composition of an Advisory Committee?

The choice of members for any advisory committee is determined by the type of work experience education program to be served. In general, membership on an advisory committee includes representatives of employer and employee groups within the community, representatives of governmental agencies concerned with work experience education, and representatives of the local chamber of commerce and other community organizations. School personnel in charge of work experience education also meet with this group. Some communities have developed successful advisory committees within the framework of the chamber of commerce or other business associations. It is extremely important that members of an advisory committee be individuals who have an understanding of and interest in the total educational program of the community.

---

[1] Tyler, *op. cit.*, p. 33.

Members are usually selected by the coordinator and the principal, with formal approval of the superintendent and board of education. Advisory committess vary in size but usually range from six to 10 members. The customary term of service is three years, with one-third of the members terminating their service each year.

Because a good advisory committee is composed of capable people who have many interests and responsibilities, its meetings should be infrequent, should follow a well-planned agenda, should open and close promptly, and should usually be limited to about two hours of work. Dinner meetings are often preferred. Meetings generally are held at the school. An occasional general meeting, at which students, parents, and employers describe their contacts with the program and their reactions to it, will be found very useful. It has also been found desirable to hold an occasional meeting of the advisory committee with the board of education. During the planning period, the committee may meet approximately once a month; once a program is in operation, they may find that two to four meetings a year are sufficient.

What Specific Contributions Can an Advisory Committee Make?

An advisory committee provides the work experience education coordinator with one of his strongest aids and provides a major channel of communication between the school and the cooperating employers. It makes it possible for the school to build a training program based on the current needs of the community and to adapt the program to changing needs.

Specifically, an advisory committee helps to:

1. Publicize the entire program in the community.
2. Maintain good community relations.
3. Make community surveys.
4. Locate training stations.

5. Set up standards for the selection of students and work stations.
6. Obtain classroom equipment and materials.
7. Establish standard practices for the employment of students.
8. Solve specific problems in conjunction with the employer.

In addition, an advisory committee undertakes to:

1. Act as a guide in problems concerning wages and hours.
2. Determine a course of action on general problems that arise.
3. Make recommendations concerning courses of related instruction.
4. Continually evaluate the entire program.
5. Provide information concerning areas in which employment opportunities are expected to open up or fall off.
6. Act as a sounding board for new ideas.
7. Arrange special events, such as student-employer banquets.

A clear statement of the functions and limitations of an advisory committee on work experience education should be set forth in the plan of operation for the program. It has been stated that: "Of greatest importance is the understanding that the committee is only advisory in character, and that its advice is to the board of trustees, to accept or reject. It has no administrative or policy-forming power. The good committee will make suggestions on policy and procedure, but the source of its authority is the local governing board."[2]

How Can the Success of an Advisory Committee Be Assured?

The value of any advisory committee depends largely upon the ability of the school representative to work with it effectively. Several points should be remembered by those working with an advisory committee if committee members are to function successfully.

---

[2] "Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agricultural Departments" (Sacramento: California State Department of Education, Bureau of Agricultural Education, September, 1954), p. 9.

1. New members of an advisory committee should be informed concerning the total operation of the work experience education program.
2. Since all committee members are volunteers, care should be taken regarding the number and types of tasks given to them. They should be given specific duties and problems, however, so that they feel that their efforts are worthwhile.
3. Members should be allowed adequate time to complete their committee assignments.
4. Members should be kept abreast of current developments within the program, particularly within the field of their specific interests.
5. Members should be kept abreast with all school activities relating to the program.

Developing the Plan of Operation

The California Administrative Code states that work experience education programs "shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education." (See Section 115.20.) After the work experience education program has been planned in detail, a written plan of operation must be prepared by the school district and adopted by the governing board of that district.

What Shall Be Included in the Plan of Operation?

The exact nature of the plan is the responsibility of the local school district; it should be written in the manner that is most appropriate for the particular type of program involved. However, it must set forth a systematic design that can be put into operation, and it should be sufficiently detailed to be completely understood by all concerned with the program.

The application page.[3] The first page of each plan for the administration and operation of a work experience education program constitutes the formal application to the State Department of Education for authorization to conduct such a program. As a matter of convenience, this page may be prepared on district stationery showing the official name of the district, the correct address, and the date of application. In addition, the following items of information are to be included:

---

[3] See sample page, Appendix B, page 66.

1. The name of the chief administrative officer

2. A statement concerning the date on which the governing board of the district officially adopted the proposed plan of work experience education that is being submitted for Department of Education approval

3. The name of the person, with position and title, submitting the application

4. The school year in which the proposed plan will become operative, if approved

5. The classification(s) of work experience education proposed in the plan--exploratory, general, vocational (California Administrative Code Section 115.21.)

The plan for the administration and operation of a work experience education program. The plan for a work experience education program should include:

1. A statement of the philosophy and objectives of the program

2. A description of the plan of administration and operation for each classification of work experience proposed in the application (California Administrative Code Section 115.20.)

3. A statement of the amount of credit toward high school graduation earnable by students employed in work experience education (California Administrative Code Section 115.22), indicating the ratio between hours to be worked and credit to be granted

4. A statement explaining the qualifications of students to be selected for work experience education(California Administrative Code Section 115.23) with particular reference to:

   (a) Vocational or educational goals
   (b) Guidance service prior to assignment
   (c) Parental approval

5. A specific statement concerning the plan for the supervision of students, in accordance with California Administrative Code Section 115.24 and including workload of coordinator(s) full time and part time (See pages 14 and 26-40 of this handbook.)

6. A statement of the records to be maintained by the district (California Administrative Code Section 115.25.)

7. A statement of the criteria to be utilized in the selection of work stations for each classification of work experience education proposed (California Administrative Code Section 115. 26.)

8. A statement concerning the insurance coverage, by the district and/or employers, of students engaged in work experience education--accident, liability, and/or workmen's compensation (California Education Code Sections 1004, 8358, and 11711; California Administrative Code Section 115.26, and this handbook, pages 45, 50-51.)

All individuals concerned with work experience education should have a complete understanding of all facets of the operation of the program.

When and to Whom Shall Plans Be Submitted for Approval?

Plans of operation for work experience education programs and requests for their approval must be submitted to the State Department of Education, in duplicate, at least one month prior to the date on which it is planned that the program shall begin to operate.

Requests from high school districts should be sent directly to the:

Chief, Bureau of Secondary Education;

from junior college districts to:

Chief, Bureau of Junior College Education;

both at the following address:

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

When notice of approval has been received from the Department of Education, the school district should file a copy of the plan with the office of the county superintendent of schools. An annual notification must be made to the Department of Education that the school will continue the program, if such is the case. This notification should be received by July 1. It should be accompanied by a statement such as: "We are continuing to operate under the plan submitted under date of -----."

How Shall Amendments to a Plan Be Handled?

When a school district desires to make amendments to its plan of operation of a work experience education program, such amendments must be adopted by the governing board of the school district and submitted to the Department of Education for approval.

Orienting School Personnel to Work Experience Education

One of the factors most necessary to the success of any work experience education program is that school personnel hold a favorable attitude toward it. Such an attitude can be assured only when all members of the administrative and teaching staffs are completely informed regarding the basic philosophy of work experience education and the nature of its operation. As a work experience education program is being planned, particular attention should be given to providing complete information concerning the program to guidance personnel and all personnel concerned with planning students' schedules.

Building Interest in Work Experience Education

Many of the procedures used in conducting a community survey prior to putting a work experience education program into operation do much to arouse interest in work experience education and serve as valuable public relations devices. Additional steps should be taken, however, to build up further interest among employers, students, and school personnel after a school district has decided to establish a work experience education program.

How Shall the Interest of Employers Be Stimulated?

Either before or during the time that the community survey is being conducted, a school district may deem it advisable to wage an intensive public relations campaign promoting the establishment of a work experience education program. Such a campaign would include the use of newspaper, radio, and TV publicity; talks by school personnel before civic, business, and social groups within the community; and the distribution of brochures and leaflets describing the program. Interviews with employers are an important part of such a campaign.

How Shall the Interest of Students and School Personnel Be Stimulated?

Assembly programs of the type mentioned on page 9 of this handbook serve the dual purpose of determining student need and interest and acquainting school personnel and the student body with the proposed program. Panel presentations or addresses by local business people may also be used. Such programs should be well publicized, and all members of the administrative and teaching staffs should be urged to attend. Guidance personnel should be urged to inform students regarding this program as they counsel with students and help them plan their courses. Brochures describing the program should be placed in the library and in the counselor's office, and posters or other forms of announcements may be placed on bulletin boards.

Chapter IV

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL COORDINATOR OF A WORK EXPERIENCE EDUCATION PROGRAM?

Coordination is the major responsibility of the school in the operation of a work experience education program. Work experience education, whether exploratory, general, or vocational, can succeed only when the learner's activities, both in the school and at work, are coordinated to assure maximum learning.

In any description of the activities involved in the coordination of work experience education programs, confusion often results from the interchangeable use of the terms "coordination" and "supervision." The word "supervision" may apply to the general supervision and administration of all activities of the program, including both the school and work activities of all students enrolled in such a program. It may also apply, however, to the type of supervision that is involved in the on-the-job training. During the time that the student is working on the job, he is under the immediate supervision of the appropriate employee of the business or industrial establishment in which he is employed. Obviously, this immediate supervision must be provided by the employer and not by the school employee. To eliminate confusion in this handbook, the term "coordinator" is used throughout this handbook to designate the school employee who has the over-all responsibility for the administration and coordination of the work experience education program and to whom the student in such a program is at all times responsible.

A coordinator of any work experience education program has a wide variety of duties. If he assumes his job as a new program is being established, he will, no doubt, play an important part in the preliminary community and school surveys described in Chapter III. If, however, he assumes his duties with a program that has been in operation for some time, his duties probably will begin with finding and approving work stations. Other duties include drawing up a training agreement, working with the student and the employer on the job and in in-school conferences and related instruction classes, and evaluating the student's work. (See pages 14-15.)

Finding and Approving Work Stations

One of the major tasks of a work experience education coordinator is finding work stations where students who wish to enroll in work experience education programs may obtain experience. In carrying out this task, the coordinator must give consideration to the needs, interests, and abilities of the student and must attempt to match the job and the student.

How Are Work Stations Found?

Some students may find their own jobs, probably prior to enrollment in a work experience education program. In this case, the student may request that he be allowed to keep his job and enroll for work experience education credit. When such a request is made, it is the coordinator's responsibility to visit the student's place of employment and his employer to determine whether or not the job provides a work situation that is suitable for work experience education. However, if the student wishes to enroll in a work experience education program and has *not* already found a job, it is the coordinator's responsibility to help him find a work station that is suitable for his particular needs.

The types of work stations sought will vary, depending upon the type of work experience education to be conducted. Information concerning possible work stations of various types that are available within the community may be obtained during community surveys, as described in Chapter II. In addition to the information obtained as a result of the community survey, the coordinator may obtain such information by other means. The procedure that is followed most often is direct contact and solicitation of employers. In choosing the appropriate work station for a particular student, the coordinator may find it necessary to visit several employers before he is able to make a suitable selection.

In his search for work stations, the coordinator may also obtain the assistance of other school personnel and advisory committees. (See pages 20-21, 25.) If a placement office is operated by the school in which a work experience education program is conducted, the coordinator should work in close cooperation with it in his search for work stations. In many communities, youth employment services and various community groups interested in the welfare of youth are actively involved in job placement. Coordinators should avail themselves of the assistance offered by these groups and should cooperate with them in every way possible. Such activities may be carried out by special committees of service clubs and of other civic organizations. The Youth Employment Program of the Department of Employment is prepared to give valuable assistance to any school district operating a work experience education program. (See Appendix E for addresses of Public Employment Offices of the Department of Employment.)

Among the many jobs in which work experience education students have been employed are the following:

- Bookkeeping trainee
- Buyer
- Clerks:
    - bank (various)
    - posting
    - typist
- Dental assistant
- Draftsman's assistant

Food trades assistant
Forestry assistant
General office worker
Hotel clerk
Interior decorator's assistant
Laboratory technician's assistant
Landscape gardener's assistant
Nurses' aide
Nurseryman's assistant
Receptionist
Retail salesman
Secretary
Stock clerk
Title-searcher
Typewriter repairman
Typist

As agreements are reached with employers for the establishment of work stations, a file may be established recording complete information necessary for student placement and for future reference.

What Standards Should Be Used in Selecting a Work Station?

If the specified purposes of a work experience education program are to be accomplished successfully, and students are to obtain the maximum benefits from a work experience education program, work stations must measure up to many standards. Specifically, they must conform to the following provisions of the California Administrative Code, Section 115.26, Selection of Work Stations, which reads:

> (a) The employer is in sympathy with the educational objective of providing work experience for the pupil.
>
> (b) The employer knows of the intent and purpose of the work experience education program.
>
> (c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.
>
> (d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
>
> (e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupils.
>
> (f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.
>
> (g) The employer, as required by law, will provide adequate compensation insurance.
>
> (h) The employer will maintain accurate records of the pupil's attendance.

In addition, the following factors should be considered by the coordinator when he chooses a work station:

1. Are wages comparable to wages paid for similar occupations in the community?

2. Is the work station conveniently located with respect to the student, the school, and the coordinator?

3. What is the reputation of the employer within the community?

4. Does the employer select his employees carefully?

5. Will the job provide a sufficient number of hours of profitable training?

6. Will the job provide training in all appropriate phases of the occupation rather than in routine activities only?

7. Does the job provide training in an occupational area in which a beginner would have a reasonable chance of finding full-time employment upon graduation, if he should so desire?

8. Are the tasks to be performed on the job within the range of the student's ability but at the same time difficult enough to provide a challenge?

9. Do local union regulations and practices affect work experience education students?

Drawing up the Training Agreement

When an agreement is reached between the employer and the coordinator on the establishment of a work station, a written agreement is usually advisable.

What Preliminary Interpretation Is Necessary?

Before the training agreement is drawn up, the coordinator should discuss the program with the employer in detail and should make certain that the employer clearly understands the aims and objectives of the program and its advantages not only to himself and the student but also to the school and community. It is also the coordinator's responsibility to make certain that the employer understands his obligations in providing educational training and that he knows the proper techniques for providing such training. It should be pointed out to the employer that work experience education students are potential full-time employees and that, if they prove to be satisfactory during the time they are enrolled in this program, he may wish to keep them on in permanent positions. The coordinator must also make certain that the employer understands the legal obligations involved and that he understands his liabilities for providing insurance protection for the students within his employ.

What Should Be Included in a Training Agreement?

Included in any training agreement should be the purposes of the work experience education program and an indication of the responsibilities of all concerned: the employer, the school, the student, and the parents. One agreement form may be prepared for signatures of all concerned, or a separate agreement may be prepared for parents. Sample training agreements used in some California school districts are shown in Appendix C.

Specifically, the following points should be set forth:

1. The duties of the student
2. The number of hours the student is to devote to the job
3. The responsibilities of the student in such matters as:
    (a) Notifying the employer in case of unavoidable absence
    (b) Keeping the safety rules
    (c) Observing business etiquette
    (d) Cooperating with his supervisor on the job
    (e) Attending school regularly
4. The responsibilities of the employer for:
    (a) Training and supervising the student
    (b) Providing the student with a variety of learning experiences
    (c) Recording the student's attendance and keeping the coordinator informed as to his conduct on the job and his progress in learning the job
    (d) Obeying wage and hour laws and safety regulations and providing adequate insurance
5. The responsibilities of the school for:
    (a) Providing overall supervision and coordination of the total program
    (b) Providing a related instruction class
    (c) Selecting capable students who will profit from the program and be a credit to the school
    (d) Assisting the student in obtaining a work permit

6. The responsibility of the parents for:
    (a) Cooperating with those coordinating the program
    (b) Assisting and encouraging their children in carrying out the duties and responsibilities of the job

Selecting Students for Participation in Work Experience Education

Among the most important factors in the success of a work experience education program are the selection and placement of students in jobs appropriate to their needs and abilities. Major responsibility for this task rests with the coordinator, working in cooperation with the student's counselor. Every effort should be made to choose students with care and to place them in the jobs at which the maximum learning can take place. With the proper matching of students and work stations, the purposes of work experience education can be accomplished successfully. Misplacement of students in jobs for which they are unsuited or which are beyond or below their level of ability, however, may nullify many of the educational benefits that are obtained from a work experience education program.

What Steps Should Be Taken in Choosing a Student for Admittance to a Work Experience Education Program?

Before admitting any student to a work experience education program, the coordinator should interview him personally. Prior to this interview, the coordinator should consult with the student's counselor and check the student's complete record in order to become as familiar as possible with his abilities, deficiencies, and potentialities. The counselor should also familiarize himself with the student's family situation. During this interview, the student's occupational and educational goals and needs must be discussed with him. The coordinator may find it desirable to give vocational aptitude and interest tests to work experience education applicants, particularly those seeking admission to vocational programs.

In the process of selecting students for work experience education programs, coordinators should obtain the assistance of all staff members who are acquainted with the student, as well as members of the guidance staff. Approval from the parents as well as from appropriate school personnel is required before the student is finally enrolled.

What Factors Must Be Considered in Selecting Students?

As students are admitted to a work experience education program, many factors should be taken into account. Primary consideration must be given to the legal regulations governing the age of the employment of minors, which must be observed in the selection of students for the program. (See Chapter VI.) Because of the restrictions that legal regulations impose, students under 16 are rarely eligible for such courses. Most high schools require that a student be 16 years of age, but in unusual situations, younger students are accepted into some programs. Some schools may require that students be at a certain grade level, but age is generally considered more often.

Additional factors that should be taken into consideration are the student's scholastic record, his citizenship, his maturity, and his attendance records. His health, too, should be considered, and care must be taken not to place a student in a job that will be detrimental to his health or for which he does not have the physical stamina. The type of work experience education for which the student wishes to enroll should be considered. For example, if he wishes to enroll in vocational work experience education, serious consideration should be given to his vocational goal, or at least to his current vocational choice. In addition, the requirements of the particular job into which the student will be placed and any training that he might have had previously for such a job are determining factors in deciding whether or not he shall be admitted to the program.

The coordinator should ask himself the following kinds of questions about the student before making a final decision to admit him to a work experience education program:

1. Are the student's abilities such that he will be able to perform the job to which he is assigned?
2. Is the student genuinely interested in work experience education?
3. Does the student have a satisfactory record in school?
4. Is the student sufficiently mature to profit from the training?
5. Is the student prompt and dependable?
6. Does the student use his own initiative?
7. Is the student neat and well groomed?
8. Is the student of legal age for employment?
9. Does the student have good health?
10. Is the student furthering his particular educational and/or vocational needs by enrolling in work experience education?

Before a student is formally admitted to the program, he should be interviewed by his prospective employer. Such an interview gives the student valuable experience in applying for a job and also provides the employer with an opportunity to determine whether or not the student is acceptable for the job.

What Scholastic Requirements Shall Be Maintained for Admittance to Work Experience Education?

Because of the wide variety of jobs found in the various types of work experience education programs, scholastic requirements for students may vary. It has been found in general practice that a student must be in good standing in his regular school program before being chosen for work experience education. Work experience education is not intended for those who are already failing in their school program. For entrance into work experience education programs, a minimum scholastic average of C is commonly required in California schools. Many schools have found it desirable to establish more stringent scholastic requirements for students who wish to continue in work experience education programs than for students who are entering the programs.

Which Students Can Profit from Work Experience Education?

Experience seems to indicate that all students can profit from work experience education. However, the following listing identifies some specific groups of students who may derive particular benefit from the program:

1. Students who are uncertain of their occupational goals and hence wish to explore several occupations.

2. Students who are enrolled in vocational programs with the intention of terminating their formal education at the end of high school or junior college.

3. College-bound students who need experience in their chosen vocations.

4. College-bound students who wish to verify the appropriateness of their occupational choices by actual experience within their chosen vocations.

5. Students who have a need for financial assistance to remain in school or to assist their families.

6. Students who the counselor believes are potential dropouts.

7. Gifted students who counselors feel could profit by extending their learning experiences beyond the facilities of the school.

8. Students who have had no previous experience in paid production jobs.
9. Students who have made occupational choices for which the school is unable to provide training.
10. Students in special education classes who cannot profit from ordinary and routine classroom instruction.

How Should Student Interest in Work Experience Education Be Developed?

When a work experience education program is first established in a school, student interest in the program can be aroused through counselors' interviews, class discussions, assemblies, bulletin board announcements, articles in the school paper, and brochures. The program should also be explained to parents individually or in groups in order that they may be properly and sufficiently informed about the program to assist their children in the decision to enroll. Students should not be encouraged to enroll, however, unless they show a definite interest in and enthusiasm for the program.

Working with the Student and Employer

A large share of the time of any work experience education coordinator is spent in working with the student and his employer. The coordinator should prepare the student properly for the job before he reports for duty and should visit him on the job. The coordinator should work with the student's employer not only when the student begins his job but frequently throughout the semester. Both the student's employment and the instruction related to it must be coordinated in such a way as to assure the accomplishment of the purposes of the program.

How Does the Coordinator Prepare the Student for the Job?

After the student has enrolled in a work experience education program, the coordinator should give him as much preparation as possible before he actually begins work on the job. In some cases, it may be desirable for the coordinator to prepare an analysis of the duties involved in the job and to explain them carefully to the student. The student who understands thoroughly what is expected of him has the best chance for success on the job. The coordinator should point out to the student the importance of the work experience program to the school and to the community, as well as to the student. The coordinator should also make it clear to the student that his success on the job will be a credit to all concerned.

Before the student goes to work, the coordinator must make certain that the student understands school attendance laws and the hours he is to be on the job. The coordinator should assist him in obtaining a work permit and a social security number.

What Assistance Does the Coordinator Give the Student on the Job?

The assistance that a coordinator gives to the student on the job and the frequency and length of his visits to the place of the student's employment vary greatly, however, depending upon several factors. If, for example, the student is employed in a large establishment, which has a well-organized training program, it is not likely that the coordinator will visit the student frequently on the job. If there is no training program, however, and the student is left on his own most of the time, the coordinator may spend more time with the student on the job.

Another factor that determines the amount of assistance that a coordinator gives to a student is the student's familiarity with his duties. A student confronted with tasks for which he has had little or no training will, no doubt, require assistance from the coordinator. Personality is also a factor, for even if he is new to the job, a bright, aggressive student usually can work out solutions to problems without too much assistance from the coordinator. The student load and other duties of the coordinator further determine the amount of supervision.

The coordinator may be required to spend more time with the student during the first weeks on the job. During this time, and throughout the student's employment, the coordinator can be of great assistance by discussing the demands of the job and the special requirements of his particular employer with the student either in a school conference or in a related instruction class.

It is generally recommended that the coordinator observe a student on the job at least once each half semester.

How Does the Coordinator Help the Student in In-School Conferences and the Related Instruction Class?

Throughout the time that a student is enrolled in a work experience education program, he will encounter many problems on which he has need for advice and counsel. The coordinator should allow time in his schedule for discussing these problems with the student. Such conferences not only give the student a chance to ask the coordinator for advice but also give the coordinator an occasion to point out certain ways in which the student can improve his job performance. Consultation with the student at school should take place at least once each half-semester. As in the case of visits to the student on the job, the frequency of such conferences depends upon the student load of the coordinator and the needs of individual students.

The student may also receive assistance with his problems in the classes of instruction related to the job. (See pages 16-17.)

For What Purposes Does the Coordinator Visit the Employer?

The coordinator contacts the employer on many occasions in addition to the initial contacts made to select the work station and draw up the training agreement. Several purposes must be accomplished during such visits. At the beginning of the student's employment, the coordinator should observe the training methods used by the student's immediate supervisior. If he feels that the methods could be improved, he should discuss the matter with the employer. It may be necessary to remind the employer and the student's immediate supervisor of the purposes and objectives of the work experience education program. The coordinator also makes certain that the employer is meeting his legal obligations in such matters as permits to employ and minimum wages and that he is providing adequate insurance protection. (See pages 45, 50-51.)

Throughout the time that the student works at a work experience education job, the coordinator should continue to work with the employer. The employer's full cooperation is necessary if the student is to receive maximum benefit from his training on the job. The coordinator should become familiar with the management policies of the organization and should make every effort to make the employer aware of the close relationship between the student's job and his school program. One of the most important purposes for which the coordinator contacts the employer is to secure his evaluation of the student's work. (See below.)

School districts may find it desirable to prepare and distribute to employers a handbook containing information concerning the purposes and operation of the program. This handbook should contain detailed suggestions concerning the supervision of work experience education students.

How Often Should the Coordinator Contact the Employer?

Many factors must be taken into consideration in deciding how often the coordinator should visit the place of employment. Included are the employer's attitudes toward visits from the coordinator, the success of the student on the job, the geographical location of the place of employment, and the confidence the coordinator has in the job supervision and the way in which the employer is living up to his part of the work experience education agreement. As was the case in determining the number of in-school contacts and on-the-job visits with the student, the student load carried by the coordinator is a determining factor in the frequency of visits to the place of employment.

It is generally recommended that the coordinator consult with the student's immediate supervisor at least four times per semester.

What Procedure Should Be Followed When a Student's Job Is Terminated?

Coordinators should make every effort to place students only on jobs that will be continuous throughout the semester. If for unforeseen reasons, however, the job at which the work experience education student is employed should be terminated during the semester, a serious problem may arise. Several solutions to this problem include:

1. The coordinator may find another job for the student as soon as possible.
2. The student may be assigned additional related projects, either as part of his related instruction class or as a special assignment, that will make it possible for him to earn credit for the course.
3. The student may be assigned to a study hall.
4. If the job loss occurs before midterm, it may be possible to assign the student to another class.

No serious problem arises in cases in which the student has already worked a sufficient number of hours to have earned credit for the course and in which the student already has earned more credits than he needs for graduation.

Conducting a Class in Related Instruction

It is the coordinator who carries the major responsibility for the class of related instruction. He is usually responsible for conducting a class on problems of a general nature related to employment and for preparing a course outline or writing a manual of instruction. In the case of classes that provide instruction in specific job skills, such as those usually related to vocational work experience education, the classroom instruction may be provided by the coordinator or by a teacher who is a specialist in the area concerned.

Evaluating and Grading

One of the coordinator's major responsibilities is the evaluation of the student's work both on the job and in the related instruction. On the basis of his evaluations in these two situations, the coordinator assigns the student's grade. In some cases, it may seem desirable to assign only one grade for the course. In others, one grade may be given for the work on the job and another for related instruction.

Evaluation should be made on a regular, systematic basis in cooperation with the student's employer. The coordinator may find that the employer will make a more thorough evaluation of the student's work if he is provided with a rating sheet. This device not only indicates to the employer the points he should evaluate but also makes it possible for him to take more time to make his evaluation. It is the coordinator's responsibility to explain the use of the rating sheets to the employer and to explain that a student's skills should be rated in relation to those of other students and not to those of more experienced workers. The student's job performance should be rated by the person most familiar with his work.

Evaluation includes, in addition to the assignment of a grade and the awarding of credit, a determination as to whether or not the student shall remain in the program if he so desires. If the evaluation is to provide its maximum benefit, the coordinator should discuss it with the student and explain each point to him.

On What Points Should the Student's Work on the Job Be Evaluated?

Those making any evaluation of a student's performance in a work experience education program should obtain information concerning the following aspects of the student's performance:

1. Dependability
2. Cooperation
3. Personal appearance
4. Judgment
5. Self-confidence
6. Initiative
7. Speed
8. Accuracy
9. Ability to learn
10. Ability to get along with others

How Often Is the Student's Work Evaluated?

A written evaluation of a student's progress generally should be made at least once during each half-semester. Some schools, however, evaluate work experience education students as often as once a week. More common practice is for two or three such ratings to be made each semester. Frequent evaluation is valuable because it gives the coordinator an opportunity to observe facets of the student's performance that should be corrected or improved and, in turn, to devote time either in class or in personal school conferences to accomplishing necessary correction or improvement.

Keeping and Maintaining Records

All districts conducting work experience education programs should keep complete and continuous records of the student's job performance and of his performance in the school class in which he receives instruction related to his job. Such records are based on reports made by employers, coordinators, and students. The success of a work experience education program may well depend upon the adequacy and regularity with which reports are made and the system by which records are maintained.

What Records Are Required for a Work Experience Education Program?

Section 115.25 of the California Administrative Code, Title 5, Education, states that the district shall maintain the following records:

1. A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job he holds
2. A record of work permit issued, if applicable
3. The employer's report of the pupil's attendance and performance on the job
4. The coordinator's report of his observations of the pupils
5. The coordinator's report of his consultations with employers
6. The coordinator's rating of each pupil, including grade

Also included in the records should be the name of the course, the amount of credit awarded, the total number of verified hours worked, and a brief explanation of the job performed, unless its nature is well known. Both the coordinator's and employer's reports of the student's work should include information concerning the student's attitudes, aptitudes, and quality of work. Records of a student's work experience education should be entered into his permanent cumulative record.

What Forms Are Necessary for the Operation of a Work Experience Education Program?

Maintaining records is a time-consuming process and requires the use of many forms. These forms include survey forms, personal data forms, interview forms, personnel requisitions, contact cards, employers' reports, coordinator's reports, record forms, and many others. Samples of some of the forms used are included in Appendix C.

Making Preparations for the Work Experience Education Program Outside the Regular School Year

Because of the variety and types of duties involved in the operation of a work experience education program, the duties and responsibilities of the coordinator may extend beyond the regular school year. Duties in which the coordinator may be involved at this time include locating work stations, checking student's attendance and scholastic records, participating in preregistration activities, assisting students by guidance and counseling, meeting with advisory committees, evaluating the program, and following up former students.

In some programs, a period of two weeks at the end of the school year and two weeks before the start of the fall semester may be adequate for carrying out these duties. However, in programs in which a coordinator must obtain work stations during the summer, it may be necessary for him to be employed for a 12-months year.

Chapter V

WHAT ARE THE RESPONSIBILITIES OF THE EMPLOYER IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM?

The employer who accepts a work experience education student into his employ assumes a definite responsibility toward that student and toward the work experience education program. These responsibilities are set forth in the training agreement. They include: (1) supervising the student's work on the job; (2) providing him with the necessary training for the job; (3) giving him an opportunity to learn a variety of tasks related to his employment; and (4) evaluating his work. In carrying out his responsibilities, the employer works in cooperation with the work experience education coordinator or the school person employed for overall supervision of the program.

Supervisory and Training Responsibilities

The major responsibility for the immediate supervision of the student's work on the job rests with the employer or with the person in his employ assigned to serve as supervisor of the student worker. The amount and nature of supervision and training vary, of course, with each individual student and with each different job situation. If the student is hired to perform tasks that he already possesses the ability to perform, the supervisor will be required to give him little training. If the student must perform tasks with which he is not familiar, however, the supervisor will find it necessary to devote more time to his training. Not only will it be necessary to give him initial training, but it may also be necessary to follow up this training with close supervision as new tasks arise.

In addition to supervising and training the student, the supervisor should explain the company organization, personnel and management policies, and the employee benefit program. He should explain the deductions, such as those for social security and insurance, that will be made from his pay check, how they are figured, and what benefits are derived from them. Time spent in this way is helpful in making the student feel that he has a place in the business or industry.

All work experience education students, regardless of the type of program in which they are enrolled, need assistance in adjusting to their status as a worker and in learning the disciplines of the job. Individuals responsible for supervising such students should realize that, in addition to the usual consideration given to adult workers as they begin a job, special consideration should be given to young workers, who are in a stage between youth and adulthood. They should be understood, taught, encouraged and respected:

UNDERSTAND THEM

They are growing up physically and mentally.
They have learning ability but lack judgment.
They are striving for independence but feel insecure.
They want to conform yet value their individuality.

TEACH THEM

Make your orders clear and concise.
Start them on jobs they can do quickly and well.
Teach them safe practices.
Answer their questions and explain their mistakes.

ENCOURAGE THEM

Make them welcome.
Praise them when they deserve it.
Help them stand on their own feet.
Show them your enthusiasm.

RESPECT THEM

Listen to their ideas.
Give them responsibility when they can take it.
Help them find opportunities for training and education.
Promote them when you can.

The employer should be urged to consult with the coordinator in all matters regarding the student's supervision and training in order that jointly they may plan ways of improving his learning. The employer should keep the coordinator informed concerning the student's conduct on the job and his progress in learning the job. If major problems involving the student arise on the job, the employer should contact the coordinator immediately.

It is the employer's responsibility to keep a record of the student's attendance.

Responsibilities for Evaluating the Student's Work

It is the employer's responsibility to work with the work experience education coordinator in evaluating the student's work on the job. As indicated in Chapter IV, evaluation is made on a systematic basis. The coordinator of the program usually provides the employer with a rating sheet, which he requests the employer to use in evaluating the student. When the coordinator visits the work station, he should discuss the evaluation of the student with the employer and/or the student's immediate supervisor and the student.

In addition to these formal evaluations, the employer should make informal evaluations from time to time. The student's immediate supervisor is mainly responsible for making informal evaluations.

Legal Responsibilities

Employers have certain legal obligations toward the work experience education students they employ. These obligations are stipulated in federal, state, and local regulations. Employers must be aware of these obligations and meet them at all times. Further information on this matter is presented in Chapter VI.

Chapter VI

WHAT ARE THE LEGAL RESPONSIBILITIES INVOLVED IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM?

Work experience education programs must be operated in conformity with federal, state, and local laws and regulations. Both the letter and the spirit of existing laws and regulations must be followed. The coordinator or other individual responsible for the operation of a work experience education program must understand thoroughly all laws and regulations that pertain to the employment of minors. He should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations. Coordinators operating work experience education programs that are reinbursed from federal vocational education funds must be familiar with those sections of the California Plan for Vocational Education that apply.

In addition to possessing complete and current information on legal matters, the coordinator should assume the responsibility for passing along such information to employers. Thus, he can make certain that they have the information needed for an understanding of their legal obligations toward their employees.

Federal and State Laws and Regulations

Federal and state laws pertinent to work experience education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, regulations governing hours of work, compulsory school attendance, working conditions, and social security. Three federal statutes, the Walsh-Healey Public Contracts Act, the Fair Labor Standards Act, and the Sugar Act of 1948 are designed to protect working minors wherever the federal government has jurisdiction. Wherever both state and federal laws apply to the employment, the law setting the higher standard must be observed.[1]

What References Are Available on Labor Laws and Regulations?

No attempt has been made here to review pertinent laws and regulations in detail, as such a review would, of necessity, be at the risk of omitting current and pertinent information. Therefore, only summary charts are included. More complete information concerning such laws and regulations appears in the following references:

---

[1] Work Experience Programs in American Secondary Schools, Bulletin 1957, No. 5 (Washington, D.C.: U.S. Department of Health, Education, and Welfare,1957), p. 76.

1. Child-Labor Provisions of the Fair Labor Standards Act (the federal wage and hour law). Questions and answers on child labor, information about age certificates, and analysis of hazardous occupations orders.

2. Digest of the California Child Labor Laws. Contains summary of California child labor laws and selected child labor provisions of the Fair Labor Standards Act.

3. Employment Certificates--Help You Help Youth. Provides information about who may issue employment certificates and what good practices are.

4. Your Social Security--Old-Age and Survivors Insurance under the Social Security Law. Summary of provisions of the Social Security Act.

Where Are Local Offices of Federal and State Agencies Located?

Work experience education coordinators should maintain contact with local or area representatives of the Division of Labor Law Enforcement and the Division of Industrial Welfare of the Department of Industrial Relations of the State of California. Listed in Appendix E are the addresses of offices of these agencies located throughout the state. When questions arise concerning federal labor legislation, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor office.

Insurance Protection Against Accident and Injury

Students enrolled in a work experience education program must have adequate insurance protection against accident and injury. Therefore, it is advisable for both the school operating a work experience education program and the employer of a work experience education student to carry insurance that is adequate to provide the student with such protection, as well as insurance that protects them against damage suits resulting from accident or injury to the students.

Three types of insurance should be considered by a school operating a work experience education program and by employers of work experience education students: accident insurance, general liability insurance, and workmen's compensation insurance.

Information Relating to Issuance of Work Permits[1]

Permit form[2]	Date of issuance	Date of expiration[3]	Cancellation[4]	Age of worker[5]	Authorized working days[6]	Authorized working hours[7]	Authorized types of work[8]
PSA-6	During school year Last day of school to last day of summer vacation	Last day of school Last day of summer vacation	Any time	Over 12 Under 16	Any days school is not in session	5 a. m. -10 p. m. except in cases where state laws note other hours	Any work not prohibited by state or federal law (Labor commissioner's consent required for theatrical, television, radio, recording, and modeling work.)
B1-3	During first term of school During second term of school During summer vacation	Five days after start of following term	For minors of 14, 15, any time For minors of 16, 17, when legal conditions of employment do or did not exist	Over 14 Under 18	Any days	If work is covered by Fair Labor Standards Act, maximum of 3 hours per school day, 18 hours per week, between 7 a. m. and 7 p. m. Otherwise, maximum of eight hours per school day, 40 hours per week, 5 a. m. - 10 p. m., except in cases where state laws note other hours	
PSA-7	Any time	Any day before 18th birthday	Any time	Over 16 Under 18	Any days	Any hours	Usually, but not limited to, agricultural work

[1] Adapted from *Attendance Accounting in California Public Schools--1963 Edition*, School Business Administration Publication No. 5, *Bulletin of the California State Department of Education*, *XXXII* (November, 1963), p. 77. This chart is intended for use as a quick reference for authorities issuing work permits. It will be more helpful if used in conjunction with the *Digest of California Child Labor Laws*, published by the Division of Labor Law Enforcement, 455 Golden Gate Ave., San Francisco, Calif. 94102, and *Child Labor Provisions of the Fair Labor Standards Act*, Child Labor Bulletin No. 101, published by the U.S. Department of Labor, Wage, and Hour and Public Contracts Division.

[2] Education Code sections 12265, 12652.

[3] *Ibid.*, sections 12256, 12654; Labor Code Section 1300.

[4] *Education* Code sections 12259, 12267.

[5] Ibid., sections 12157, 12254, 12258, 12702.

[6] *Ibid.*, Section 12258; Labor Code Section 1391. For exceptions, see Labor Code Section 1394.

[7] *Education* Code 12259; Labor Code sections 1391, 1393; Child Labor Bulletin No. 101, Question 8, p. 3. For exceptions, see Labor Code sections 1297, 1298, 1394-1397.

[8] Labor Code sections 1395, 1396. For exceptions, see Labor Code sections 1290, 1296, Child Labor Bulletin No. 101, questions 5, 6, 7, 9, pp. 2, 4.

Summary of Child Labor Laws Applying to Work Experience Education[1]

Area of Regulation	Age of minors			
	All under 18	16 and 17	14 and 15	12 and 13
School attendance	Required unless minor is a high school graduate	At least 4 hours a week in continuation school required if minor is regularly employed and not a high school graduate At least 3 hours a day in continuation school required if minor is not regularly employed and not a high school graduate	Full time	Full time[2]
Work permits	Required			
Permits to employ	Required for days on which schools are in session			
Hours of work	Daily maximum, 8 hours including time spent in school Weekly maximum, 48 hours[3]	Work must be done between 5 a. m. and 10 p. m.[4]	When school is in session, 3 hours daily maximum; 18 hours weekly maximum When school is not in session, 8 hours daily maximum; 40 hours weekly maximum	Nonschool days only Work must be done between 7 a. m. and 7 p. m.[5]
Prohibited occupations[6]	Sale or service of alcoholic beverages[7] Occupations in explosive plants Mining occupations Logging and sawmill occupations Power-driven woodworking machine and power-driven metal-forming, punching, and shearing machine operations		Hazardous occupations[8] Public messenger service Construction work Delivery work from motor vehicles Operation of cars or trucks Occupations in bowling alleys, pool or billiard rooms Occupations near moving machinery	Employment covered by child labor laws of FLSA[9] Occupations listed in preceding columns

	Occupations involving exposure to radioactive substances Occupations involving power-driven hoisting apparatus For girls, public messenger service and street occupations		Occupations listed in preceding column	
Wages	At least minimum rates established in Orders of California Industrial Welfare Commission	At least minimum wages established by FLSA. Overtime for hours in excess of 40 per week		

---

[1] Adapted from Attendance Accounting in California Public Schools, op. cit., pp. 80-81. This chart presents pertinent points of state and federal laws governing the employment of minors in California. Where any employer is subject to both state and federal laws, the higher standard prevails. State laws that govern child labor are contained in the California Labor Code, the Education Code, and the Orders of the California Industrial Welfare Commission. Federal laws are provisions of the U.S. Fair Labor Standards Act.

[2] Exceptions: See Education Code sections 12252, 12254.

[3] No limitation in agricultural, horticultural, viticultural, domestic labor, or survey work as part of a survey crew in the field.

[4] Exception: Public messenger service must be performed between 6 a.m. - 9 p.m.

[5] See text of FLSA for exceptions in theatrical employment. Minors of these ages may not be employed in employment subject to the FLSA, with some exceptions.

[6] For details, see Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101.

[7] Alcoholic Beverage Control Act, Section 46, applying to all minors under 21 years of age.

[8] Minors of 14 and 15 may be employed only in a limited number of occupations that are not declared hazardous by the Secretary of Labor and that do not involve manufacturing or mining. Minors under 16 employed by their parents in occupations other than manufacturing or mining or hazardous occupations are also exempt from federal law.

[9] Exceptions: agriculture; acting in motion picture, theatrical, or television productions; delivering newspapers.

What Accident Insurance Should Schools Carry?

Although schools are not legally obligated to carry accident insurance, schools operating well-planned programs of work experience education often provide their students with such protection. If schools do not carry accident insurance, students or their parents should be urged to obtain such protection before a student is permitted to enter a work experience education program.

Authority for local boards of education to protect students adequately is found in the California Education Code, Section 11711, which reads as follows:

> **11711. The governing board of any school district or districts which does not employ at least five physicians as full time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular day school of such district or districts or while being transported by the district or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No pupils shall be compelled to accept such service without his consent, or if a minor without the consent of his parent or guardian. The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured pupil, his parent or guardian.**
>
> **Such insurance may be purchased from, or such membership may be taken in, only such companies or corporations as are authorized to do business in California.**

What Liability Insurance Should Schools Carry?

School districts in California may be sued for and may be required to pay damages on account of the negligence of the district, its officers, and employees. It is now mandatory that all school districts carry insurance against such liabilities. The California Education Code states:

> **1017. (a) The governing board of any school district shall insure against:**
>
> **(1) The liability, other than a liability which may be insured against under the provisions of Division 4 (commencing with Section 3201) of the Labor Code, of the district for damages for death, injury to person, or damage or loss of property; and**
>
> **(2) The personal liability of the members of the board and of the officers and employees of the district for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the member, officer or employee when acting within the scope of his office or employment.**
>
> . . . .
>
> **(b) The insurance may be written in any insurance company authorized to transact the business of insurance in the State, or in a nonadmitted insurer to the extent and subject to the conditions prescribed by Section 1763 of the Insurance Code.**
>
> . . . .

Suitable liability insurance usually is carried by employers as protection against damage suits resulting from accident or injury to employees or to anyone on their premises. Ross, in his study of the legal aspects of work experience education programs in California high schools, points out that:

> Two aspects of liability insurance in relation to work experience programs were noted as (1) protection against losses by the insured on account of liabilities which might arise in relation to a work experience arrangement, and (2) protection to students against loss because of financial inability of anyone who may be liable to the student on account of some injury or loss in connection with his work experience.[2]

How Does Workmen's Compensation Insurance Protect Work Experience Education Students?

Employers in California are required by law to carry workmen's compensation insurance, which provides the benefits of the workmen's compensation laws to their employees. An employee covered under workmen's compensation is guaranteed specific benefits for injuries arising out of and in the course of his employment. Students receiving wages for their work in a work experience education program are covered by such insurance. If a student does not receive wages for his work on the job as part of the work experience education program, however, circumstances may dictate coverage by either the school district, acting as the legal employer, or the employer himself, if he elects to provide coverage (Education Code, Section 8358; refer to page 62).

---

[2] John Griffin Ross, "The Legal Aspects of Work Experience Programs in California High Schools," unpublished doctoral dissertation (University of Southern California, June, 1955), p. 354.

Chapter VII

HOW CAN GOOD PUBLIC RELATIONS BE MAINTAINED?

The cooperation and support of many individuals and groups are essential to the maintenance of a successful work experience education program. The school must make a continuous effort to keep them all informed regarding the purpose, operation, and accomplishments of the program and the plans for its future.

Responsibility for Public Relations

The establishment and maintenance of good public relations for a work experience education program are the responsibility of both the school personnel in charge of the program and the students enrolled in it. Since the work experience education coordinator contacts members of the community more often than do other school personnel during the operation of a program, to a large extent he carries the major responsibility for maintaining good public relations throughout the community. During the time a student is enrolled in work experience education, he, too, serves as a "school representative" at his place of employment.

The "Publics" in Public Relations

Good working relationships with the community, school personnel, parents of work experience education students, and certain federal and state agencies are important to the success of the work experience education program.

How Can Good Public Relations Be Maintained with the Community?

Two valuable public relations opportunities have been mentioned in the discussion of a work experience education program. These occur in the community survey and the advisory committee, for which the coordinator carries major responsibility. Throughout his work on the survey and with the committee, the coordinator makes many contacts with individuals in the community. He also works with many employers, as he selects work stations and coordinates the activities of students already enrolled in work experience education. (See Chapter IV.) The coordinator may also make valuable contributions to community relations by his participation in meetings of service clubs, the Chamber of Commerce, and other community groups. Close cooperation with all community agencies specifically concerned with the welfare of youth and youth employment is extremely important to maintaining successful public relations.

Many devices in addition to the coordinator's personal contacts may be used to publicize a work experience education program in the community. These include newspapers, radio, television, talks before community groups, window displays, and brochures. The coordinator should constantly be on the alert for student activities or accomplishments that have particular news value.

Although these activities are intended primarily to serve the work experience education program, they become an excellent means whereby a school representative may provide information to the community concerning the total school program.

How Can Good Public Relations Be Maintained with School Personnel?

The continuous cooperation and understanding of all school personnel are essential if a work experience education program is to succeed. Therefore, the work experience education coordinator should make it his responsibility to keep school personnel informed of the activities of the program at all times. Regular written reports of the activities of the program should be made to the principal, superintendent, and board of education. Information may be provided to the instructional and guidance staffs in group meetings and assemblies as well as in personal conferences. Pamphlets, news items in the school paper, and bulletin board displays and posters may be used for this purpose. Work experience education students assigned to work within the school serve to give faculty members a firsthand understanding and appreciation of the program.

Of major importance to the success of a program is the cooperation of guidance personnel who have responsibility for aptitude- and interest-testing, scheduling, and many other activities directly related to work experience education. Therefore, the coordinator should make a particular effort to work closely with them and to gain their confidence and support.

How Can Good Public Relations Be Maintained with Parents?

Since parental interest and cooperation are vital to the success of work experience education, parents should be made thoroughly familiar with all of its aspects. The California Administrative Code requires that the consent of his parents must be obtained before a high school student can be admitted to the program. (See page 63.) After the student has been enrolled, his parents should be kept informed of his progress. The work experience education coordinator may encourage parental cooperation and support by occasional visits to the home, telephone calls, group meetings with parents, and the distribution of brochures and pamphlets describing the program. Parents should also be informed of all events relative to the program that are scheduled for television and radio. Special activities such as student-parent banquets and school programs relative to work experience education can be planned to bring parents into the school. Every effort should be made to develop in parents a sense of pride in the accomplishments of their child on a work experience education job.

How Can Good Public Relations Be Maintained with Federal and State Agencies Concerned with Work Experience Education Students?

Several federal and state agencies have responsibilities relative to the activities of work experience education. These include mainly those agencies responsible for administering the laws and regulations pertinent to work experience education and those agencies concerned with the employment of youth--the various agencies of the U. S. Department of Labor; the divisions of Labor Law Enforcement, Industrial Welfare, and Apprenticeship Standards of the California State Department of Industrial Relations; and the California State Department of Education. Also concerned with the activities of work experience education students are the Social Security Administration and the California State Department of Employment. (See Appendix E for addresses of local offices.) Coordinators should make the acquaintance of local representatives of these agencies and make every effort to secure their cooperation.

Chapter VIII

HOW CAN A WORK EXPERIENCE EDUCATION PROGRAM BE EVALUATED?

High standards and continuing improvement of a work experience education program are possible only when it is subject to periodic evaluation. Evaluation may be both formal and informal.

Informal Evaluation

As a program progresses, evaluation takes place continually on an informal basis. The coordinator is constantly receiving from the employer, the student, the parents, and school personnel their informal evaluation of the program.

Formal Evaluation

Formal evaluation of a program usually takes the form of questionnairs completed by employers and students currently enrolled in a program, by students who have completed the program and are permanently employed, by students who have completed the program and are still in school, and by students who have dropped out of the program without completing it. Some school districts have found it desirable to obtain an evaluation of the program from parents and from staff members of the school in which the program operates.

Satisfactory evaluation can be accomplished only when all facets of a program are considered. Any evaluation of a work experience education program should obtain answers to the following questions:

Aims and Objectives of the Program

1. Does the plan of operation state the program's philosophy and objectives?
2. Is the program evaluated periodically in terms of these objectives?
3. Are the objectives adjusted as changes occur in the community?

Effectiveness of the Coordinator

1. Does the coordinator's schedule provide sufficient time for coordination activities?
2. Does the coordinator use this time only for coordinating purposes?

3. **Does the coordinator plan his time carefully and develop a realistic schedule for coordination that he can follow?**

4. **Does the coordinator visit each training station at regular intervals and observe the student on the job?**

5. **Do the employer and the coordinator work together in close cooperation?**

6. **Is there regular contact by the coordinator with the student's immediate supervisor in order to learn of the student's progress?**

7. **Does the coordinator keep a record of his daily coordination activities?**

8. **Does the coordinator keep records of each student's performance and progress on the job?**

9. **Does the coordinator use the records of student performance and progress as a basis for both class room instruction and conferences with students?**

10. **Is there a regular evaluation by the coordinator and the employer of the student's progress on the job?**

11. **Does the coordinator have the personal leadership qualities necessary to unite effectively school and community groups in support of the program?**

12. **Does the coordinator participate actively in school and community activities?**

13. **Is the coordinator respected by the students and faculty?**

Work Stations

1. **Are employers carefully briefed concerning the purposes of the work experience education program and of the work stations?**

2. **Are work stations selected on the basis of whether or not their facilities provide adequate work experience?**

3. **Do the work stations provide opportunities for well-organized, varied learning situations?**

4. Are the legal requirements that are concerned with the employment of youth being met?

Classroom Instruction

1. Is the class carefully planned for in advance?

2. Does the classroom instruction include a variety of teaching methods and techniques such as conferences, lectures, films, panel discussions, student reports, and individual and group projects?

3. In the planning of instruction, is full advantage taken of community resources by such activities as field trips to local firms and appearances of community leaders before the class?

4. Are the students' individual problems given attention?

5. Is information presented concerning the basic skills and attitudes that are common to all employment?

6. Does the instructor use suitable instructional materials in the classroom?

7. Are reports made by the employer and coordinator used as a basis for classroom instruction and conferences?

8. Are students given an opportunity to participate in the evaluation of classroom instruction?

The Advisory Committee

1. Has a general advisory committee of community representatives been appointed?

2. Does this committee meet regularly and function actively?

3. Has this committee been used to assist in the formation of the philosophy and objectives of the program?

4. Has this committee been used to assist the coordinator in locating training stations?

5. Does the coordinator furnish leadership for the committee and plan the agenda for its meetings?

6. Are the school administrator and the coordinator actively involved in the operation of the advisory committee?

7. Does the committee give continuing advice and counsel to the coordinator?

Public Relations

1. Has the program been adequately publicized and promoted among various community organizations?

2. Have the objectives, philosophy, and operation of the program been publicized with the entire faculty in an effort to build genuine understanding?

3. Are the written objectives and operating procedures of the program made available or presented to parents of potential work experience education students?

4. Are the guidance counselors informed of the program and of its place in the total school program?

5. Is the program publicized periodically in community and school publications?

6. Is the program respected by the community, the school, and the parents?

7. Is there a well-planned program of public relations that includes the use of such media as newspapers, radio, television, movies and films, brochures and leaflets, talks to various community groups, and exhibits and displays?

Records and Reports

1. Does the coordinator have access to, and use, complete student records, including tests, grades, attendance and health records, and other available data?

2. Are suitable forms used for recording each of the various coordinating activities?

3. Does the coordinator present his record of his daily coordination activities weekly or monthly to his school principal?

4. Does the coordinator keep systematic records of all the activities and the performance of each student on the job and in the related instruction classroom?

5. Is the student's job performance evaluated periodically by the employer?

6. Is the employer furnished with a rating sheet for evaluation purposes?

7. Does the school maintain as part of the student's cumulative record complete information concerning the student's work experience education activities?

Student Follow-up

1. Is there an organized system of follow-up of each former student?

2. Are the findings of follow-up activities recorded and reported to the school administration, faculty, and advisory committee?

3. Is an effort made to adjust the work experience education program on the basis of findings of follow-up activities?

APPENDIX A

LEGAL AUTHORIZATIONS GOVERNING WORK EXPERIENCE EDUCATION

LEGAL AUTHORIZATIONS GOVERNING WORK EXPERIENCE EDUCATION

In California, recognition of work experience education and authorization for the operation of such programs appear in the California Education Code and in the California Administrative Code.

The California Education Code

The California Education Code, Division 7, Chapter 4, Article 4, Work Experience Education, sections 8351 through 8358 states:

8351. The governing board of any district maintaining a high school or junior college may:
(a) Provide for the instruction of pupils in the skills, attitudes, and understandings necessary to success in employment by means of courses of work experience education as provided in this article (commencing at Section 8351).
(b) Provide for guidance and supervision procedures designed to insure maximum educational benefit to students from placement in suitable work experience education courses.
(c) Provide for arranging, approving, co-ordinating, and awarding credit for work experience education courses, and for those purposes employ instructors, co-ordinators, and other necessary personnel.

8352. The State Board of Education shall establish standards for work experience education, including but not limited to, the following:
(a) Selection and approval of work stations.
(b) Supervision of pupils.
(c) Credit allowable for work experiences.
(d) Guidance procedures related to work experience education.

8353. The Department of Education shall adopt such rules and regulations as are necessary to implement the standards set by the State Board of Education, so as to maintain the educational purpose and character of work experience education.

8354. All laws or rules applicable to minors in employment relationships are applicable to students enrolled in work experience education courses.

8355. Work experience education as authorized by this article ... includes the employment of pupils in part-time jobs selected or approved as having educational value for the students employed therein and co-ordinated by school employees.

8356. Work experience education involving apprenticeable occupations shall be consistent with the purposes of Chapter 4, Division 3, of the Labor Code and with standards established by the California Apprenticeship Council.

8357. The governing board of any school district which maintains one or more high schools or junior colleges may provide for the establishment and supervision of work experience education programs in contiguous areas outside the district.

8358. Notwithstanding any provisions of this code or the Labor Code to the contrary, the school district under whose supervision work experience education is provided shall be considered the employer under Division 4 of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer ..., (Added by Stats. 1961, ch. 1798 ... .)

The California Administrative Code

In addition to the authorization for work experience education found in the California Education Code, regulations governing programs of this type are found in the California Administrative Code, Title 5, Education, sections 115.20 through 115.26. They were approved by the California State Board of Education on July 10, 1958, and became effective for the 1958-59 school year. These regulations read as follows:

Article 13.1. Work Experience Education

115.20. Approved Plan Required. Any program of work experience education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 8351 through 8357 shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. The plan shall set forth a systematic design of work experience education whereby young people, while still enrolled in school, will gain realistic employment experience through part-time work. Among other things, the plan submitted shall contain the provisions:

(a) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

(b) A specific description of the respective responsibilities of the school, the pupil, the employer, and other co-operating agencies in the operation of the program.

(c) A statement that the district will:

(1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in the work experience education program.

(2) Assign a sufficient number of qualified certificated personnel to direct the program and to co-ordinate jobs held by pupils with the school curriculum.

(3) Make certain that work done by pupils is of a useful educational nature.

(4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

(5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

(6) Provide necessary clerical and instructional services.

Note: Authority cited: Sections 8352 and 8353 . . . , Education Code.

History: 1. New Article 13.1 (115.20 through 115.26) filed 7-18-58; effective thirtieth day thereafter (Register 58, No. 13).

. . . .

115.21. Classifications of Work Experience Education. Work experience education is a district-initiated and district-controlled program of education consisting of one or more of the following types:

(a) Exploratory Work Experience Education, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) General Work Experience Education, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) Vocational Work Experience Education, having as its purpose the extension of vocational learning opportunities for the pupil through part-time employment in the occupation for which his course in school is preparing him.

115.22. School Credit. The district shall grant to a pupil for the satisfactory completion of work experience education credit in an amount not to exceed:

(a) In High Schools, a total of 40 semester periods made up of one or a combination of two or more of the following types:

(1) For Exploratory Work Experience Education: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.

(2) For General Work Experience Education: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.

(3) For Vocational Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

(b) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:

(1) For Exploratory Work Experience Education: Three (3) credit hours per semester with a maximum of one semester.

(2) For General Work Experience Education: Three (3) credit hours per semester with a maximum total of six (6) credit hours.

(3) For Vocational Work Experience Education: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

115.23. Pupil Qualifications. In order to qualify for participation in the work experience education program, a pupil shall:

(a) Have attained junior standing in high school or 16 years of age, except that, with specific authorization by the principal, individual pupils with exceptional needs who are 15 years of age may be enrolled.

(b) Be a full-time pupil. For the purposes of this section, a full-time pupil means one of the following:

(1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the secondary school in which he is enrolled.

(2) A high school pupil enrolled in four or more subjects, including work experience education as one of such subjects.

(3) A junior college pupil enrolled in 12 or more credit hours, including the credit hours for work experience.

(c) Have, if a high school pupil, parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the work experience education chosen.

(e) Have a vocational or educational goal to which the work experience education chosen will, in the opinion of the district, contribute.

115.24. Supervision. In carrying out its plan for work experience education, the district shall, in addition to meeting the requirements of Section 115.20, provide sufficient services for initiating and maintaining work stations, for co-ordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the student's progress.

(d) Consultation with the student.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the Joint Apprenticeship Committee in order to avoid duplication of supervisory services.

115.25. Records. The district shall maintain records which shall include:

(a) A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.

(b) A record of work permit issued if applicable.

(c) The employer's report of pupil attendance and performance on the job.

(d) The supervisor's report of his observations of the pupils.
(e) The supervisor's report of his consultations with employers.
(f) The supervisor's rating of each pupil, including grade.

115.26. Selection of Work Stations. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.

(b) The employer knows of the intent and purpose of the work experience education program.

(c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.

(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.

(e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupils.

(f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.

(g) The employer, as required by law, will provide adequate compensation insurance.

(h) The employer will maintain accurate records of the pupil's attendance.

APPENDIX B

SAMPLE APPLICATION PAGE AND SAMPLE PLANS OF OPERATION FOR A WORK EXPERIENCE EDUCATION PROGRAM

WAUCOBA UNIFIED SCHOOL DISTRICT
1165 Pinon Street
White Mountain City, California 99930

September 18, 1964

TO: The California State Department of Education

FROM: Waucoba Unified School District

SUBJECT: Application for authorization to conduct a work experience education program.

Chief Administrative Officer:

Charles E. Bolton, District Superintendent

Date of Adoption:

The Waucoba Board of Education, at its regular meeting on June 22, 1964, officially adopted this plan for the administration and operation of a work experience education program.

Person Submitting This Application:

Frank O. Wesson, Coordinator, Work Experience Education, Waucoba Unified School District

Year of Operation:

If approved, this plan will be in operation during the 1964-65 school year.

Classifications of Work Experience Education Proposed:

This plan has been organized to provide the exploratory and general classifications of work experience education only.

A HIGH SCHOOL PLAN FOR THE ADMINISTRATION AND OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM

I. Details of exploratory and general work experience education

A. Description

1. Exploratory work experience education, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.
2. General work experience education, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

B. Work stations. In selecting work stations, as the California Administrative Code, Title 5, Section 115.26 requires, the district shall observe the following criteria:

1. The employer is in sympathy with the educational objective of providing work experience for the pupil.
2. The employer knows of the intent and purpose of the work experience education program.
3. The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.
4. The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
5. Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupils.
6. The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.
7. The employer, as required by law, will provide adequate compensation insurance.
8. The employer will maintain accurate records of the pupil's attendance.

C. Related classes

Every student enrolled shall be in exploratory or general work experience education program required to attend one hour each week, a related class, which must be attended all semesters the student is enrolled in the program.

D. Credit

For the satisfactory completion of work experience education credit the district shall grant to a pupil in an amount not to exceed:

1. For exploratory work experience education: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.
2. For general work experience education: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.

II. Records

The district shall maintain records that shall include:

A. A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.
B. A record of work permit issued, if applicable.
C. The employer's report of pupil attendance and performance on the job.
D. The coordinator's report of his observations of the pupils.
E. The coordinator's report of his consultations with employers.
F. The coordinator's rating of each pupil, including grade.

III. Supervision

"Supervision" refers to supervision of the program and not supervision of the student on the job. In Waucoba Unified School District this responsibility rests in two offices, the principal of the school and the assistant superintendent of secondary education. Each high school will assign a teacher-coordinator to teach related classes and coordinate the students on the job. His duties will be to:

A. Make on-the-job observation of the pupil and consult with employers. These visitations shall not occur less than twice each semester for each student.
B. Instruct related classes once a week.
C. Hold individual consultations with students.
D. Consult with the student's counselor concerning student's achievements in school and on the job.
E. Evaluate the student's work both on the job and in class. Grades are computed twice a semester as in all other courses.

IV. Responsibilities of school, student, and employer

A. Responsibilities of the school

It shall be the responsibility of the school to:

1. Provide sufficient services for initiating and maintaining work stations.
2. Provide related instruction.
3. Provide clerical help to perform necessary clerical services needed for the program.
4. Maintain a record-keeping system of all data pertinent to the program. This system will include:
    a. A record of the type of work experience in which each pupil is enrolled--where he is placed, the number of credits he earns, and who serves as his immediate supervisor in the placement.

b. The employer's report of pupil's attendance and performance in the placement.
c. The teacher-coordinator's grades of work performed in the related class.
d. The teacher-coordinator's report of his consultations with employers.
e. The teacher-coordinator's report of his observations of the pupil in the placement.

5. Comply with all legal requirements, federal, state, and local in making placements.
6. Assume whatever necessary insurance is involved--accident, liability, and workmen's compensation.

B. Responsibilities of the student

It shall be the responsibility of the student enrolled in this program to:

1. Obtain the written permission of his parent or guardian.
2. Maintain his school grades satisfactorily.
3. Attend all related classes and perform all assigned work.
4. Report to the coordinator any unsatisfactory aspects of his placement.

C. Responsibilities of the employer

It shall be the responsibility of the employer participating in this program to:

1. Instruct student as to rules, regulations, and duties.
2. Provide adequate supervision for student and to help him progress on job.
3. For each student employee, give the school a performance rating that may be used in the determination of his grade.
4. Confer with the coordinator regarding any problems.
5. Provide adequate insurance.
6. Maintain accurate records of the student's attendance.

A JUNIOR COLLEGE PLAN FOR THE ADMINISTRATION AND OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM

I. Classifications

Bend City College has organized the work experience education program to include two types of experience.

A. General work experience education

1. Description

   This program has as its purpose the supervised part-time employment of students with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by the student need not be related to the occupational goal of the student. The work shall be paid for at the current, going rates; must be other than casual short-term labor; and shall meet the criteria set forth in Section 115.26 of the California Administrative Code, Title 5:

   a. The employer is in sympathy with the educational objective of providing work experience for the student.
   b. The employer knows of the intent and purpose of the work experience education program.
   c. The work station offers a reasonable probability of continuous employment for the student during the work experience period for which he is enrolled.
   d. The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
   e. Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the students.
   f. The employer will provide adequate job supervision to insure a planned program of the student's activities in order that the student may receive maximum educational benefit.

2. Related classes

   Every student enrolled in the general work experience education program is required to attend a related class entitled "Occupational Relations." This class meets one hour each week and must be attended all semesters the student is enrolled in the program. The class is taught by the same teacher who coordinates the student's work.

3. Credit

   Credit for the general program is based on the number of hours worked with a maximum of three units for the job and one unit for the related class per semester, 10 through 14 hours offer two units, 15 or more hours offer three units. A maximum of six units is allowed for work and two units for the related class covering a period of two semesters.

B. Vocational work experience education
  1. Related fieldwork program
    a. Description
      This program has as its purpose the supervised part-time employment of students in jobs related to their school major. It is designed for terminal students enrolled in a three- or four-hour trade, technical, or business program and any other students whose work can be directly related to their occupational goals as indicated by their school major. Students enrolled in three- or four-hour block programs will not be required to attend occupational relations classes, but all others must do so.
    b. Credit
      Students in the vocational work experience program receive up to four units of credit, with a maximum of 16 units in two years. Units are based on the number of hours worked:
      (1) 10-14 hours provide 2 units
      (2) 15-19 hours provide 3 units
      (3) 20 or more hours provide 4 units
  2. Office experience--occupational relations
    a. Description
      This program has as its purpose the provision of practical work experience in a school office. It is limited to business majors, coordinated by a teacher-counselor who meets with each student once a week. This coordinator is responsible for seeing that each student is given a broad and varied experience on the job.
    b. Credit
      The students receive three units or less of credit, with a maximum of nine units in four semesters.

II. Records

In accordance with California Administrative Code, Title 5, Section 115.25, the district maintains the following records on each work-study student:

A. A record of the type of work experience in which each student is enrolled, where he is employed, the number of hours he works, and the type of job he holds.
B. The coordinator's report of his visits at the place of business.
C. The coordinator's record of student attendance in the occupational relations classes.
D. Written evaluations from employers regarding attitudes, aptitudes, quality of work, etc., of each student.
E. Each student's grade, which is entered on his permanent record.

III. Supervision

"Supervision" refers to supervision of the program and not supervision of the student on the job. In Bend City, the work-study program is under the general supervision of the dean of placement. Three teacher-coordinators teach the occupational relations classes and coordinate the students on the job. Included among the duties of these coordinators, in accordance with California Administrative Code, Title 5, Section 115.24, are the following:

A. On-the-job observation of the pupil and consultation with employers. These visitations occur not less than twice each semester.

B. Instructor of occupational relations classes. Each teacher-coordinator is assigned six sections, each meeting one hour weekly.

C. Individual consultations with students.

D. Consultation with the student's academic counselor concerning the student's achievements in school and on the job.

E. Written evaluations of the student's work, both on the job and in class. Grades are computed twice each semester on the basis of employer evaluations and the quality of work accomplished in the occupational relations classes.

IV. Responsibilities of school, employer, and student

A. Responsibilities of the school

It shall be the responsibility of the school to:

1. Provide sufficient services for the initiating and maintaining of work stations (placement).
2. Provide coordinators to teach the related occupational relations classes and visit the work stations.
3. Provide adequate clerical help.
4. Maintain a record-keeping system of all data pertinent to the program. This system will include:
   a. A record of the type of work experience in which each pupil is enrolled, where he is employed, the number of hours he works, his immediate supervisor, etc.
   b. The employer's report of the pupil's attendance and performance on the job.
   c. The coordinator's grade on the work performed in the occupational relations class.
   d. The coordinator's report of his consultations with employers.
   e. The coordinator's report of his observations of the pupil on the job.

B. Responsibilities of the student

It shall be the responsibility of the student who is enrolled in this program to:

1. Attend all related classes and perform all assigned work to the satisfaction of the coordinator.
2. Notify the coordinator of any changes of job, supervisor, or work hours.
3. If the job terminates, notify the coordinator immediately and make application at the school placement bureau, if necessary.

C. Responsibilities of the employer

Appendix B

It shall be the responsibility of the employer participating in this program to:

1. Instruct the student as to rules, regulations, and duties.
2. Provide adequate supervision for the student and help him to progress on the job.
3. For each student employee, give the school a performance rating that may be used in the determination of his grade.
4. Confer with the coordinator regarding any problems.
5. Provide adequate compensation insurance.
6. Maintain accurate records of the student's attendance.

APPENDIX C

SAMPLE FORMS USED IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM[1]

Community Survey
Student Interest Survey
Job Inventory
Training Agreements (four samples)
Application for Interview for a Work Experience Education Program
Application for Admission to a Work Experience Education Program
Teacher's Recommendation of Student
Application Form for Work Permit
Coordinator's Rating of Work Performance
Employer's Rating of Work Performance
Employer's Midsemester Progress Report
Student's Weekly Production Record
Cumulative Record Card
Follow-up Letter to Graduates

---

[1] For additional information concerning specific forms suggested in connection with distributive occupations, please refer to Cooperative Part-Time Training for the Distributive Occupations, Business Education Publication No. 107 (Sacramento: California State Department of Education, 1963).

Appendix C

Your High School
City, California Zip Code

COMMUNITY SURVEY
Work Experience Education Program

The [name] High School is considering beginning a work experience education program in which students are placed part time in business or industrial establishments for on-the-job training, for which they receive school credit. Your answers to the following questions will help the school to determine the need for such a program in [city]. All information will be held in strict confidence.

Name of firm ______________________________ Phone __________

Address ____

Type of business ______________________ Business hours ______

Name of person completing questionnaire ____________________ Position ____________

1. Approximately how many high school students does your firm now employ?

   Male __________ Female __________

2. Approximately how many full-time employees does your firm employ?

   Male __________ Female __________

3. What is the union status of your firm's employees? (Check the one that applies.)

   Nonunion ( ) Voluntary union ( ) Compulsory union ( )

4. Are temporary workers employed by your firm during any of the following times? (Check those that apply.)

   Christmas ( ) Summer ( ) Weekends ( ) Other times ( )

5. What are your sources for the recruitment of new employees? (Check those that apply.)

   High school placement service ( )
   Voluntary applications ( )
   Other (specify) ( ) ______________________

6. Which of the following are characteristic of your beginning, inexperienced employees? (Check those that apply.)

Ability to express themselves well	( )
Ability to spell correctly	( )
Good knowledge of business arithmetic	( )
Initiative	( )
Responsibility and punctuality	( )
Ability to follow directions	( )
Ability to meet the public	( )
Ability to get along with fellow workers	( )

7. Do you think a program designed to give students on-the-job training would be of value to the following? (Check those that apply.)

Your city students:	Yes	( )	No	( )	Undecided	( )
Your city employers:	Yes	( )	No	( )	Undecided	( )
The whole community:	Yes	( )	No	( )	Undecided	( )

8. Would your firm be interested in cooperating with the school in providing on-the-job training for interested and capable students? (Check those that apply.)

Interested	( )	Undecided	( )
Want more information	( )	Not interested	( )

Appendix C

Your High School

STUDENT INTEREST SURVEY
Work Experience Education Program

Name of student ______________________________ **Date** __________

Study major ______________________________ **Year** __________

I am employed part time: Yes __________ No __________

Occupation ______________________________

Name of employer ______________________________

Address of employer ______________________________

I am not currently working, but I am interested in work experience education:

Yes __________ No __________

I am working and feel I would benefit from classroom training that would help me do a better job:

Yes __________ No __________

I am undecided. Please give me additional information:

Yes __________ No __________

Signature ______________________________

JOB INVENTORY
Work Experience Education Program

Name of person who will interview ____________________ Date ______

Name of firm ______________________________________

Address ______________________________ Phone ______

Name of specific job ______________________________

Duties and responsibilities ________________________

____

Special abilities __________________________________

Special clothing __________________________________

Union: Yes ________ No ________ Business agent ______

Name of union ______________________ Local No. ______

Address ____

Prefer boy or girl ____________ Job future ____________

Employment hours: From ________ to ________ Sat. ______ Holidays ______

Wages ____________________ Best time for interview ______

Students sent for interview:

______________________ School __________ Date ______ Time ______

______________________ School __________ Date ______ Time ______

______________________ School __________ Date ______ Time ______

______________________ School __________ Date ______ Time ______

______________________ School __________ Date ______ Time ______

Successful candidate ______________________________

Date started to work ______________________________

Outcome ____

Appendix C

Your Union High School District

WORK EXPERIENCE EDUCATION AGREEMENT AMONG STUDENT, COOPERATING AGENCY, AND PARENT

The student will:

1. Report promptly and engage in his assignment Monday through Friday, _____.m. to _____.m., from __________ 196_ to __________ 196_.
2. Notify the agency well in advance when absence is unavoidable.
3. Cooperate with the agency supervisor, engage in the assignment as a learning experience, observe business etiquette, and keep safety rules.
4. Write a weekly report and an end-of-quarter report for the school director.

The cooperating agency will:

1. Direct the observation and participation of the student in the occupational experience as indicated below, with the objective of assisting the student in understanding the nature of the occupation and its responsibilities and opportunities.
2. Not allow this student to replace any regular employee.
3. Keep a daily record of the student's attendance and will report attendance and progress to the school director as requested.
4. Notify the school director at once of any unsatisfactory development.
5. Not assign the student to hazardous tasks and will provide insurance against accident on the premises.

The parent:

Consents to this assignment and will assist the student in making use of the educational experiences provided.

It is understood that this agreement may be terminated by either the school or the cooperating agency by mutual consent.

Type of work experience ________________ Occupational position __________

Experiences provided in this position ______________________________

____

____

Wage (must be at least legal minimum wage) ___________ per hour.

Total hours per week: Monday to Friday _____, Saturday _____, Sunday _____

Signed and accepted by: Student ______________________________

Cooperating agency ______________________________

By ______________________________

Date ______________ Parent ______________________________

Work permit No. ___________ Issued ___________ Expires ___________

Your Union High School District

TRAINING AGREEMENT
Work Experience Education Program

By this agreement ______________________________ will permit
(Training agency)

______________________________ to enter its
(Name of student)

establishment for the purpose of securing work experience in ____________
(Occupation)

______________________________.

All persons concerned jointly agree to the following:

The training will extend from ______________ to ______________
(Date) (Date)

The trainee and the employer will have a probation period of two weeks. At the end of this period, this agreement takes effect.

The trainee will be given employment for 550 hours during the school year. This is an average of approximately 15 hours per week.

The trainee agrees to remain with the employer during the entire training period.

The trainee will be supervised by the district coordinator of work experience education.

The trainee will be given related instruction in the occupation named above.

The minimum wage will be paid for the type of work being performed.

The training during the work period shall be progressive. It should provide for the trainee's proceeding from one phase of the work to another in order that the trainee may become proficient in all areas of the occupation.

All complaints shall be made to and adjusted by the district coordinator.

The coordinator shall have the authority to transfer or withdraw the trainee at any time.

The undersigned promise to abide by the terms included in this agreement. The trainee shall be bound, during his work-training period, by school regulations. The parent or guardian shall be responsible for the conduct of the student during the entire training period.

______________________ (Employer's signature)	______________________ (Student's signature)
______________________ (Coordinator's signature)	______________________ (Parent's or guardian's signature)

Appendix C

TRAINING AGREEMENT
Work Experience Education Program

By this agreement the ______________________________ will permit
(Training agency)

______________________________ to enter its establishment
(Student)

for the purpose of securing training and knowledge in ____________________.
(Occupation)

All persons concerned jointly agree to the following conditions:

1. **The training will extend from ______________ to ______________, five days per week. (Date) (Date)**
2. **The trainee and the training agency will have a probation period of ____ weeks. At the end of this period the trainee, training agency, or coordinator may terminate this agreement.**
3. **The trainee will divide his time: in school, ________ hours; laboratory period, ________ hours.**
4. **The trainee will be supervised by: in school, ______________; laboratory period, ______________.**
5. **The minimum wage must be paid.**
6. **The school will make provision for the student to receive related and technical instruction in the above occupation.**
7. **The training during the laboratory period shall be progressive. It shall provide for the trainee's passing from one job to another in order that the trainee may become proficient in different phases of the occupation.**
8. **All complaints shall be made to and adjusted by the coordinator.**
9. **The coordinator shall have the authority to transfer or withdraw the trainee at any time.**
10. **The trainee may work after 4:00 p.m. and/or on Saturdays as he arranges with the training agency.**
11. **The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratory period by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.**

______________________________	______________________________
(Employer's signature)	**(Student's signature)**
______________________________	______________________________
(Coordinator's signature)	**(Parent's or guardian's signature)**

Effective Date ____________

Your High School

TRAINING AGREEMENT
Work Experience Education Program

The major purpose of this program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the participants: student (or trainee), parent, school, and employer.

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skills, and attitudes.

2. The employer is asked to inform regular employees of their important role in assisting in the training of the trainee and of the school's request for their cooperation.

3. The trainee will keep regular attendance both at school and on the job. He cannot work on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the employer and teacher-coordinator (see No. 10).

4. A trainee who quits school loses this job at once. Any job change must be arranged in advance by the employer and the coordinator.

5. Pay and hours are to be determined by the employer. The minimum wage as required by the State Industrial Relations Department applies. Since the trainee starts to work during the legal school day, the school reserves the right to approve the working hours. A work permit is required for all trainees under 18 years of age.

6. The employer expects the trainee to be honest, punctual, cooperative, courteous, and willing to learn. The employer may discharge the trainee for just cause; however, the coordinator requests consultation with the employer beforehand.

7. The employer is urged to keep the trainee on the job for at least the minimum number of hours agreed upon. In general, trainees should average 15 hours of work per week, including Saturdays and a school holiday. This average is spread over the full school semester.

8. The trainee must be 16 at the time he enters this program.

9. Parents or guardians are responsible for the conduct of their children in this program.

10. The school provides a coordinator to supervise the student on the job. He will make periodic visits to observe the trainee and consult with employer and trainee. Evaluation of job performance will be a joint effort of the employer and the coordinator. School credit is granted for successful job performance.

____________________	____________________
(Student's signature)	(Teacher-coordinator's signature)
____________________	____________________
(Parent's signature)	(Employer's signature)

Appendix C

Your High School

APPLICATION FOR INTERVIEW

For a Work Experience Education Program

Name ______________________________ Phone __________

Parents or guardian ______________________________

Home address ______________________________

Birth date __________ Height __________ Weight __________ Sex ______

How many times (total number of all classes) have you been tardy this year? ____

How is your general health? ______________________________

List all the business subjects that you have taken in high school:

____

____

Are you working now? __________ Where? ______________________________

Why do you want to be in the work experience education program next year?

____

Do you believe you will have a job when school starts next fall? __________

If so, describe it: Hours ________ Wages ________ Duties ______________

____

What school subjects will you register for but agree to drop if you are placed on a job in the work experience education program?

____

What kinds of jobs interest you most? Why? ______________________________

____

For references, give the names of two teachers (business teachers preferred; not the coordinator) ______________________________

I understand that this application is for an interview only and that, if I am selected to be in the work experience education program, I will accept the responsibilities required of me by the school and my employer. I realize that I must successfully complete the job training to receive school credit for graduation.

______________________________ ______________________________

Approved by counselor Signed by applicant

Appendix C

APPLICATION FOR ADMISSION
To a Work Experience Education Program

PLEASE PRINT:

Last name First Initial

Street and number City ZIP code

Telephone number	Soc. sec. no.	Date of birth

School	Sex	Height	Weight

Grade

Major

HAVE: Bike__ Motorcycle__ Scooter__ License__ Car__

Please do not write below inside the double lines.

Occupational title	Code
Skills, knowledges, abilities, test results	Contact dates

TYPE OF WORK ACCEPTABLE:

Baby-sitter	___	Wrapper	___
Mother's helper	___	Office worker	___
Housework	___	Typist	___
Ironing	___	Waitress	___
Sales	___	Usher	___
Stock	___	Other	___

First choice ____________________

Second choice ____________________

First semester classes			Second semester classes		
Period	Room	Subject	Period	Room	Subject
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

FUTURE PLANS:

Vocational school __ Junior college __ College __ Work __ Career choice ____________

LIST THE JOBS YOU HAVE HELD ON CAMPUS AND OFF CAMPUS:

Name of employer	Duties	Length of time worked	Reason for leaving

LIST THREE REFERENCES (YOUR COUNSELOR AND TWO TEACHERS):

1. ____________________ 2. ____________________ 3. ____________________

NAME OF INTERVIEWER ____________________

Referral date	Employer	Job title	Result

Appendix C

CONFIDENTIAL

Your High School Placement Office

TEACHER'S RECOMMENDATION OF STUDENT
For Work Experience Education Program

Date ____________

To ______________________________

____
(Teacher's name)

______________________________ (Subject)   ____________ (Room)

______________________________ (Name of student) has applied for placement in the following fields of work:

1. ______________ 2. ______________ 3. ______________

Your name has been included in the student's list of references who know him well. Please evaluate this student as you know him/her in and/or out of the classroom.
Feel free to make additional comments.
Please return this form promptly to coordinator or placement office.
Thank you for your cooperation.

	Excellent	Good	Fair	Poor	Comments
1. Cooperation					
2. Reliability					
3. Industry					
4. Promptness					
5. Personality					
6. Training					

If you were in a position to employ this student, WOULD YOU? Yes ___ No ___

____
(Teacher's signature)

APPLICATION FORM FOR WORK PERMIT

CALIFORNIA STATE DEPARTMENT OF EDUCATION
FORM NO. B-2 (REV. 11-48)

STATEMENT OF PROSPECTIVE EMPLOYER OF MINOR

Date..........

I intend to employ.......... Address..........
Name of minor

Minor will be required to work as..........
Kind of work—describe in detail

Type of industry.......... Wages..........

Work to be done by minor will be ☐ when school is in session; ☐ out of school hours

Between the hours of..........a.m. to..........a.m. and..........p.m. to..........p.m.

Number of hours on Saturday..........Sunday..........Total hours per week..........

He/she may attend Continuation Education Classes on: Day..........Hours—from..........to..........

[SIGNED]..........
Employer Firm Name

Address..........

STATEMENT OF PARENT OR GUARDIAN

The above-named minor will be employed with my full knowledge and consent.

Date..........

....
SIGNATURE OF PARENT OR GUARDIAN

SUPPLEMENTARY INFORMATION

(Required for Minors 14 and 15 years of age who are exempt from full-time attendance at school)

PHYSICIAN'S STATEMENT

My examination of..........
indicates that his/her physical condition is such that the work described on the reverse side should not be/would be injurious to his/her health.

This minor has apparently attained maturity to the age of ....years, ...months.

(Signed)..........M.D.

Address..........

Date..........

SCHOOL RECORD

Name of Minor..........Age..........

Birthdate..........Birthplace..........

Last grade completed..........

Hours in school..........

School Work: Satisfactory ☐ Unsatisfactory ☐

Attendance: Regular ☐ Irregular ☐

[SIGNED]..........

School..........

Date..........

Subscribed and sworn to before the person authorized to issue work and employment permits:

[SIGNATURE]..........

Title..........

City or County..........

Date..........

0117 4-52 106M ④ SPO

AFFIDAVIT. *I do solemnly swear that to the best of my knowledge and belief, the statements as to age, address, birthplace and name of my..........*
son, daughter, ward
are correct. His/her earnings are needed because of the death/desertion/illness/injury of the parent or guardian and aid can not be secured in any other manner.

[SIGNED]..........
Parent or Guardian

Address..........

Date..........

Appendix C

COORDINATOR'S RATING OF WORK PERFORMANCE
Work Experience Education

Student ______________ Experience ______________ Date ______
Occupation ______________ Agency ______________ Reported by ______
Assignment: Began ______________ Terminated ______________
Reasons for termination ______________

Period covered by this rating: ______________ weeks; ______________ work hours

DEPENDABILITY: Is the student regular, on time, and careful to notify in advance when unavoidably absent?
Very reliable ( ) Usually reliable ( ) Unreliable ( )
Comments ______________

COOPERATION: Does the student keep the rules, follow instructions, and have an attitude of helpfulness?
Very cooperative ( ) Generally cooperative ( ) Uncooperative ( )
Comments ______________

APPEARANCE: Does the student dress neatly and appropriately for the position?
Very neat and appropriate ( ) Generally satisfactory ( ) Unsatisfactory ( )
Comments ______________

PUBLIC RELATIONS: Does the student meet people well, establish good personal relations, and create good public relations for the agency?
Very satisfactory ( ) Moderately satisfactory ( ) Very poor ( )
Comments ______________

INTEREST IN LEARNING: Does the student make the most of the learning opportunities available in this situation?
Very interested ( ) Moderately interested ( ) Not interested ( )

ABILITY TO LEARN: Does the student evidence ability to learn this kind of work?
Very quick to learn ( ) Learns readily ( ) Rather slow ( ) Very slow ( )
Comments ______________

INITIATIVE: Does the student exhibit initiative? Does he do his work without being told?
Makes good suggestions ( ) Occasional initiative ( ) Needs constant direction ( )
Comments ______________

ACCURACY: Is the student accurate in his work?
Very few errors ( ) Occasional errors ( ) Often careless ( ) Very careless ( )
Comments ______________

SPEED: Does the student do his work with reasonable speed?
Very fast ( ) Rather rapid ( ) Moderate ( ) Slow ( ) Very slow ( )
Comments ______________

Would you recommend that the student continue study toward this type of occupation? ______
Would you consider this student for permanent employment if a position were open? ______
How can the school help this person become a better employee? ______________
____
What do you like about him most? ______________
What are his special weaknesses? ______________

(Use back of page for further comments)

Appendix C

EMPLOYER'S RATING OF WORK PERFORMANCE
Work Experience Education Program

Trainee's Name ______________________ Office ______________

Employer ______________________ Date ______________

Company ______________________ From ________ to ________

Your constructive criticism enables us to provide better instructional training. Please evaluate the following traits of the above-named trainee by circling: (0) unsatisfactory; (1) poor; (2) good; or (3) excellent.

Personal traits

Grooming	0	1	2	3
Suitability of dress	0	1	2	3
Personal hygiene	0	1	2	3
Deportment	0	1	2	3
Speech	0	1	2	3
Interest in work	0	1	2	3
Cooperation	0	1	2	3
Initiative	0	1	2	3
Adaptability	0	1	2	3
Ambition	0	1	2	3
Tact	0	1	2	3

Skill in

Typing	0	1	2	3
Shorthand	0	1	2	3
Transcription	0	1	2	3
Filing	0	1	2	3
Grammar	0	1	2	3
Mathematics	0	1	2	3
Spelling	0	1	2	3
Punctuation and capitalization	0	1	2	3
Proofreading	0	1	2	3
Office machines	0	1	2	3

Ability to

Understand instructions	0	1	2	3
Follow directions	0	1	2	3
Attend to details	0	1	2	3
Keep on the job	0	1	2	3
Take criticism	0	1	2	3

Business techniques

Meeting people	0	1	2	3
Use of telephone	0	1	2	3
Use of sources of information	0	1	2	3
Use of supplies	0	1	2	3
Office house-keeping	0	1	2	3

General rating of trainee (please circle one): 0 1 2 3

Please list any points that should be emphasized in his training:

1. ____
2. ____
3. ____

Do you wish trainee to see this report? Yes ___ No ___

____

(Employer's signature)

Appendix C

EMPLOYER'S MIDSEMESTER PROGRESS REPORT
Work Experience Education Program

Name of student worker ______________________________ Date ____________

Employer ____

Supervisor ____

1. Job competence: How well does this student meet your normal standards of performance?
   Very well _____ Average _____ Below average _____

2. Progress on the job: Does this student show evidence of satisfactory growth?
   Yes _____ No _____

3. Relations with other people:
   How well does this student respond to supervision?
   Very well _____ Average _____ Below average _____
   How well does this student get along with fellow workers?
   Very well _____ Average _____ Below average _____
   How well does this student represent your company in public contacts?
   Very well _____ Average _____ Below average _____

4. Attendance: Is student's record of punctuality and regularity satisfactory?
   Yes _____ No _____

5. Dependability: How well does he accept responsibility and follow instructions?
   Very well _____ Average _____ Below average _____

6. Initiative: Does he have constructive ideas? Is he a self-starter?
   Yes _____ No _____

7. Appearance: Does this student meet your standards of grooming for this job?
   Yes _____ No _____

8. General comments:
   Student could profit from suggestions for improvement in these areas:
   ____
   Student appears to show strength in these areas:
   ____
   Additional comments or suggestions:
   ____

9. Have you discussed this employee's progress with him?
   Yes _____ No _____

____
(Employer's or supervisor's signature)

STUDENT'S WEEKLY PRODUCTION RECORD
Work Experience Education Program

Student's name ______________________ Employer ________________________

Supervisor's name ___________________

Week dating from ____________________ to __________________________ 19__

Day	In	Out	Total hours	Hourly wage	Total wages	Jobs performed
M						
T						
W						
TH						
F						
S						
Totals	--	--		--		

SUMMARY OF WEEK'S WORK:

What problems came up on which you would like help or class discussion?

What mistakes did you make? How did you handle the situation?

What new jobs or procedures did you learn from your work this week?

Describe the most interesting incident or experience you had this week.

Other comments on your work or class discussion of your work.

Appendix C

CUMULATIVE RECORD CARD[1]
Work Experience Education Program

Aviation Hardware Supply	1075 Aviation Blvd.	FR 9-2111	Martin
(Employer)	(Address)	(Phone)	(Coordinator)
Mr. Pollock	Metal Fabrication	Aircraft Parts	
(Person to see)	(Type of industry)	(Product or service)	

				Sex			Quarters					
Name	Hired	School	Gr.	Age	Hr.	Job title	1	2	3	4	Term.	Comment
Doe, John	2/10/64	Riis	A12	M 17	23	Hand former 1.32			B	A	Grad.	E. R. Simms, supervisor
Roe, Jane	9/15/64	So. Gate	B11	F 16	20	File clerk 1.21	C	B	B	A		Will rehire

---

[1] Used by area coordinator who supervises students from several schools at one work station.

Appendix C

FOLLOW-UP LETTER TO GRADUATES[1]

Work Experience Education Program

Dear Graduate:

We like to keep in contact with former trainees to know what they are doing, to help them in any way possible, and to get their suggestions for improving our cooperative training program. May we ask your assistance?

In order to keep school records up to date, we should appreciate your furnishing the information requested on the enclosed sheet. It will be kept confidential.

Please fill out this sheet as soon as you can and mail it in the enclosed self-addressed, stamped envelope. Thank you for your cooperation.

Sincerely yours,

Coordinator

If a double postal card is used, the second and third paragraphs might be combined and changed to read:

> In order that school records may be kept up to date, please fill in every blank and mail the attached card promptly. The information you send will be kept confidential, and will aid in planning future programs. Thank you for your cooperation.

Information on the follow-up questionnaire would also have to be condensed if a postal card were used. Such a form could include:

Date ____________________

NAME ____________________ Name in school records ____________________

Present address ____________________

Present employer ____________________

Present type of work ____________________

Other employment since completing the work experience education program:

Job title	Name of company	Months employed

Training since high school ____________________

What topics covered in cooperative training have been most beneficial to you?
____

What should be added to the course? ____________________

How has the training helped you, either in business or personal use? ________
____

---

[1] Information from these forms makes excellent promotional material.

APPENDIX D

SUGGESTED OUTLINE FOR RELATED INSTRUCTION COURSE

Appendix D

SUGGESTED OUTLINE FOR RELATED INSTRUCTION COURSE

- I. Introduction to work experience education
    - A. Purpose of the course
    - B. School and work schedules
        - 1. Time released from school
        - 2. Work hours
        - 3. Holiday and vacation schedules
    - C. School credit and grading
    - D. Rates of pay
    - E. Work permits
    - F. Payroll deductions
        - 1. Unemployment insurance
        - 2. Social security
    - G. Workmen's compensation insurance
    - H. Accident insurance
- II. Job application
    - A. Preparation for interview with prospective employer
        - 1. The application form
        - 2. The letter of application
        - 3. The personal data sheet
    - B. The interview
        - 1. Appearance
            - a. Dress
            - b. Grooming
        - 2. Approach and attitude
        - 3. Presentation of personal data sheet to prospective employer
        - 4. Responses to employers' questions
        - 5. Information to obtain from employer concerning job
- III. A. Choice of an occupation
        - 1. Duties and responsibilities involved in various professions, trades, businesses, etc.
        - 2. Qualifications and education necessary for various occupations
    - B. Local opportunities in various occupations
    - C. Opportunities for employment for the student while still in school
- IV. Human relations
    - A. With persons on the job
        - 1. Employer
        - 2. Immediate supervisor
        - 3. Fellow employees
    - B. With customers or any individuals with whom student comes in contact as part of his job

V. Conduct on the job
    A. Promptness
    B. Ability to follow directions
    C. Initiative
    D. Responsibility
    E. "Housekeeping"
    F. Efficiency
    G. Attitude toward work

VI. Appearance on the job
    A. Dress
        1. Appropriateness
        2. Safety
    B. Grooming
    C. Personal hygiene
        1. Cleanliness
        2. Health

VII. Personality development
    A. Definition of personality
    B. Emotional maturity
    C. Self-confidence
    D. Self-appraisal
    E. Adjustment to the job
    F. Voice
        1. Diction
        2. Vocabulary
        3. Grammar

VIII. Personal finances
    A. The value and use of money
    B. Budgets
    C. Savings accounts
    D. Income tax
    E. Arithmetic review

APPENDIX E

ADDRESSES OF LOCAL OFFICES OF THE:

DIVISION OF LABOR LAW ENFORCEMENT,
DEPARTMENT OF INDUSTRIAL RELATIONS

DIVISION OF INDUSTRIAL WELFARE,
DEPARTMENT OF INDUSTRIAL RELATIONS

CALIFORNIA STATE DEPARTMENT OF EMPLOYMENT

OFFICES OF THE DIVISION OF LABOR LAW ENFORCEMENT[1]
DEPARTMENT OF INDUSTRIAL RELATIONS

City and ZIP code	Street address	Telephone number
San Francisco 94102	455 Golden Gate Ave. Room 3258	861-8700, Ext. 3278
Bakersfield 93301	2030 19th St.	FAirview 7-4827
El Centro 92243	588 Broadway	352-6931
Eureka 95501	619 2nd St.	442-5748
Fresno 93721	2550 Mariposa St. Room 4092	268-7151 Ext. 321
Long Beach 90812	236 E. 3rd St. Room 210	432-8978
Los Angeles 90012	107 S. Broadway Room 5007	620-2100
Oakland 94607	1111 Jackson St. Room 3062	834-3460 Ext. 411
Pomona 91766	436 W. 4th St.	623-4306
Redding 96001	2115 Akard Ave.	241-5100
Sacramento 95814	1107 9th St. Room 600	445-8478
San Bernardino 92410	478 W. Base Line St.	TUrner 9-1131
San Diego 92101	1350 Front St. Room 3064	232-4361 Ext. 345
San Jose 95112	888 N. 1st St. Room 301	294-7413
Santa Ana 92706	1619 W. 17th St.	547-0394

---

[1] Responsible for the minimum wage, maximum hours, and labor standards for women and minors.

LABOR LAW ENFORCEMENT OFFICES (Continued)

City and ZIP code	Street address	Telephone number
Santa Barbara 93101	411 E. Canon Perdido St.	963-1438
Stockton 95202	807 N. San Joaquin St. Room 212	466-3412
Vallejo 94590	327 Georgia St.	MIdway 4-7755
Van Nuys 91405	6931 Van Nuys Blvd.	782-3733

OFFICES OF THE DIVISION OF INDUSTRIAL WELFARE
DEPARTMENT OF INDUSTRIAL RELATIONS

District office	Telephone number	Counties covered
San Francisco 94102 455 Golden Gate Ave. Room 2246	861-8700 Ext. 3111	San Francisco, San Mateo
Bakersfield 93301 255 Chester Ave.	FAirview 7-5388	Inyo, Kern, Kings, Mono, Tulare
El Centro 92243 588 Broadway	352-7583	Imperial, Eastern Riverside
Eureka 95501 619 2nd St.	442-5748	Del Norte, Humboldt, Mendocino
Fresno 93721 2550 Mariposa St.	268-7151 Ext. 305	Fresno, Madera, Mariposa, Merced
Long Beach 90812 236 E. 3rd St.	432-0378	Portion of Los Angeles, City of Long Beach
Los Angeles 90012 107 S. Broadway Room 4014	620-3930	Los Angeles
Oakland 94607 1111 Jackson St. Room 3063	834-3460 Ext. 312	Alameda, Contra Costa, Solano
Redding 96001 2115 Akard Ave.	241-5100	Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
Sacramento 95814 819 Forum Bldg.	445-5403	El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba
San Bernardino 92410 478 W. Base Line St.	TUrner 5-5898	Western Riverside, San Bernardino

INDUSTRIAL WELFARE OFFICES (Continued)

District office	Telephone number	Counties covered
San Diego 92101 1350 Front St.	232-4361 Ext. 341	San Diego
San Jose 95112 888 N. 1st St.	294-0405	Monterey, San Benito, Santa Clara, Santa Cruz
Santa Ana 92706 1619 W. 17th St.	542-8514	Orange
Santa Barbara 93101 411 E. Canon Perdido St.	966-1417	San Luis Obispo, Santa Barbara, Ventura
Santa Rosa 95404 306 Mendocino Ave.	LIberty 6-6350	Lake, Marin, Napa, Sonoma
Stockton 95202 807 N. San Joaquin St.	466-3412	Alpine, Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
Van Nuys 91405 6931 Van Nuys Blvd.	782-5960	San Fernando Valley of Los Angeles County

OFFICES OF THE CALIFORNIA STATE DEPARTMENT OF EMPLOYMENT

Office	Street address	Telephone number
Alameda 94501	2437 Lincoln Ave.	523-3736
Alhambra 91801	1412 S. Garfield Ave.	282-6145
Alturas 96101	113 E. North St., Room 2 (Mail: P.O. Box 1664)	233-6351
Auburn 95603	100 El Dorado St.	885-3775
Bakersfield 93301	1924 Q St.	327-4692 Ext. 242
Berkeley 94702	1375 University Ave.	843-1389
Bishop 93514	168 W. Line St.	872-2701
Chico 95928	240 W. 7th St.	342-3581
Compton 90220	212 E. Arbutus St.	632-7181
Crescent City 95531	485 I St.	464-2111
Culver City	10829 Venice Blvd. Los Angeles 90034	837-0181
Duarte 91010	1805 E. Huntington Dr.	359-6601
Dunsmuir 96025	838 Florence Ave.	235-4865
El Centro 92244	100 N. Imperial Ave. (Mail: P.O. Box 458)	352-1801
El Monte 91731	3224 N. Tyler Ave.	443-4171
Escondido 92025	321 E. Ohio St.	745-6211
Eureka 95503	409 K St. (Mail: P.O. Box 994)	443-0801

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone Number
Florence	2121 Firestone Blvd. Los Angeles (Mail: P. O. Box 72002, Los Angeles 90002)	582-8631
Fort Bragg 95437	115 S. Franklin St. (Mail: P. O. Box 645)	964-4081
Fresno 93721	1050 O St.	268-4511 Ext. 211
Fullerton 92632	233 E. Commonwealth Ave.	526-6651
Gilroy 95020	590 N. Monterey St.	842-2164
Glendale 91204	1255 S. Central Ave.	246-1721
Grass Valley 95945	309 Neal St.	273-8471
Hanford 93231	400 E. 6th St. (Mail: P. O. Box 300)	582-2571
Hayward 94544	24790 Amador St.	581-7211
Hollister 95023	43 N. San Benito St.	637-3776
Hollywood	6725 Santa Monica Blvd. Los Angeles 90038	464-9121
Indio 92201	83151 Requa St.	347-0761
Inglewood 90306	4546 W. Century Blvd. (Mail: P. O. Box 41)	674-2531
Interstate Sacramento 95814	800 Capitol Mall	445-6600
Lancaster 93534	44902 N. 10th St.	942-1146
Lodi 95242	200 E. Oak St.	369-2753

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone number
Long Beach 90813	1313 Pine Ave.	437-0171
Los Angeles		
Apparel Industry	1400 S. Hill St. 90015	748-6511 Ext. 497
Casual-Farm	305 E. 16th St. 90015	748-6511 Ext. 430
Commercial	3223 W. 6th St. 9th Floor 90005	748-6511 Ext. 797
(East) Los Angeles	944 S. Indiana St. 90023	268-7266
Industrial	1524 S. Hill St. 90015	748-6511 Ext. 202
Professional	3223 W. 6th St. 8th Floor 90005	748-6511 Ext. 601
Service	141 W. Venice Blvd. 90015	748-6511 Ext. 597
Youth and Student	147 W. Venice Blvd. 90015	748-6511 Ext. 734
Madera 93637	213 S. C St.	674-4683
Marysville 95901	1204 E St.	743-1561
Merced 95341	1205 W. 18th St. (Mail: P.O. Box 800)	722-8025
Modesto 95354	629 12th St.	524-7921
Monterey 93942	480 Webster St. (Mail: P.O. Box 1150)	375-4191

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone number
Napa 94558	1355 Division St.	226-9947
North Hollywood 91601	11308 Weddington St.	766-4301
Norwalk 90650	11723 E. Firestone Blvd.	868-3713
Oakland 94607	235 12th St. Room 1009	835-8000 Ext. 200
Oceanside 92054	141 Canyon Dr.	722-1544
Ontario 91762	1000 W. 4th St.	986-3811
Oroville 95965	2060 Park Ave.	533-1535
Palo Alto 94306	449-453 Sherman Ave.	326-6590
Pasadena 91101	1207 E. Green St.	449-1213
Petaluma 94952	714 Petaluma Blvd., N.	762-4501
Pittsburg 94565	1150 Harbor St.	439-9186
Placerville 95667	893 Spring St.	622-2525
Pomona 91767	150 E. Arrow Hwy.	593-4901
Porterville 93258	405 E. Putnam Ave. (Mail: P.O. Box 1232)	784-2740
Quincy 95971	205 Lawrence St. (Mail: P.O. Box 788)	162
Red Bluff 96080	836 Washington St. (Mail: P.O. Box 649)	527-1835
Redding 96001	1325 Pine St.	243-1652
Richmond 94804	344 21st St.	234-5351

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone number
Riverside 92501	3460 Orange St.	683-7560
Sacramento 95814	703 N. St.	444-6252
Salinas 93903	346 Front St. (Mail: P.O. Box 600)	442-4731
San Bernardino 92401	480 Mountain View Ave.	889-8341
San Diego 92101	1354 Front St.	234-4341 Ext. 481
San Fernando 91341	1520 San Fernando Rd.	365-4637
San Francisco		
Industrial and Service	1449 Mission St. 94103	626-3400
Professional and Commercial	134 California St. 94111	626-3400
Youth and Student	1450 Mission St. 94103	626-3400
Youth Opportunity Center	173 Hilltop Rd. 94124	626-3400 Ext. 314
San Jose 95126	1345 The Alameda	294-8424
San Luis Obispo 93402	817 Palm St. (Mail: P.O. Box 1229)	543-5300
San Mateo 94403	262 E. 19th Ave.	341-6111
San Pedro 90731	435 W. 8th St.	832-6441
San Rafael 94901	805 E St.	454-0355
Santa Ana 92704	2823 S. Bristol St.	546-0540

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone Number
Santa Barbara 93101	130 E. Ortega St.	965-7063
Santa Cruz 95062	420 May Ave.	423-5475
Santa Maria 93456	712 E. Chapel St. (Mail: P.O. Box 608)	925-8686
Santa Monica 90401	828 Broadway	393-0454
Santa Rosa 95401	620 Healdsburg Ave.	545-1250
Sonora 95370	10 Wyckhoff St. (Mail: P.O. Box 745)	532-3138
South San Francisco 94083	215 Miller Ave. (Mail: P.O. Box 588)	588-7820
South Tahoe 95702	Harrison and Tallac Ave. Al Tahoe	544-2269
Stockton 95202	135 W. Fremont St.	465-0271 Ext. 35
Susanville 96130	1408 Main St.	257-2127
Torrance 90507	1016 Sartori St.	328-2611
Turlock 95380	202 Lander Ave.	634-4927
Ukiah 95482	208 Mason St. (Mail: P.O. Box 209)	462-2904
Vallejo 94591	1440 Marin St.	643-7607
Van Nuys 91405	14400 Sherman Way	782-1350
Ventura 93003	1568 Thompson Blvd.	643-2291

EMPLOYMENT OFFICES (Continued)

Office	Street address	Telephone number
Visalia 93277	321 S. Bridge St.	734-7411
Watsonville 95076	215 Van Ness Ave.	724-3855
Whittier 90602	234 S. Greenleaf Ave.	698-6771
Wilmington 90746	400 N. Marine Ave.	834-3481
Woodland 95695	439 2nd St.	662-2887
Yreka 96097	601 S. Main St.	842-4317